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# ISEC NATIONAL TRAINING CONFERENCE

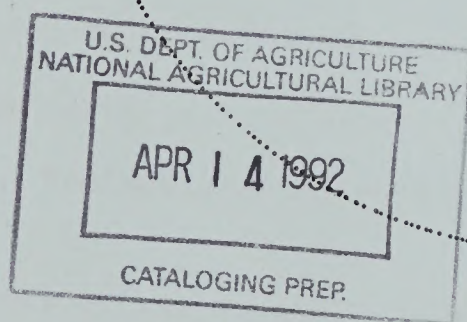
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INTERNATIONAL TRAINING DIVISION

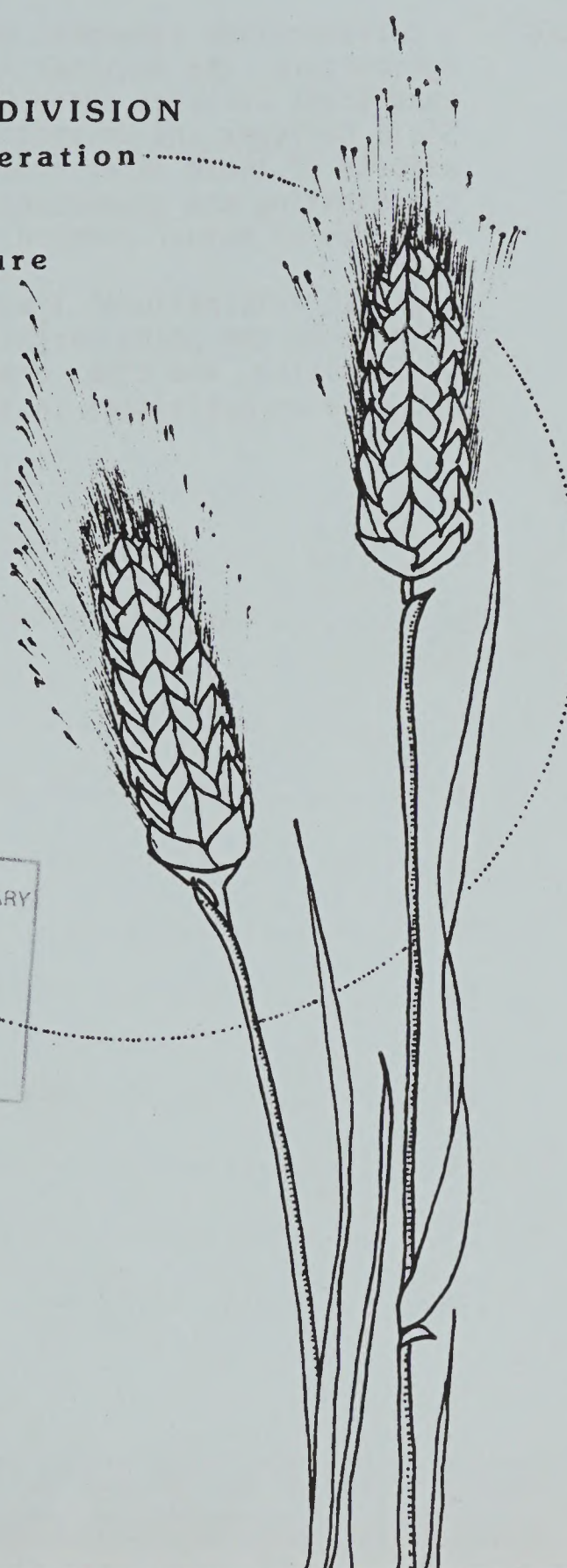
Office of International Cooperation  
and Development

U.S. Department of Agriculture

MARCH 8 - 11, 1987



Rosslyn Westpark Hotel  
1900 Fort Myer Drive  
Arlington, Virginia 22209





I N T E R N A T I O N A L   S C I E N C E  
AND  
E D U C A T I O N   C O U N C I L

ISEC -- a collaborative agreement between the United States Department of Agriculture, the National Association of State Universities and Land Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU) to facilitate the joint efforts of these three organizations in planning, evaluating, coordinating and supporting international food and agriculture programs of mutual concern.

The ISEC International Training Standing Committee was established to broaden the joint participation of the Federal Government, universities, and other organizations in international training and related activities in the United States and around the world.



REPORT OF  
THE 1987 ISEC NATIONAL TRAINING CONFERENCE

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## ISEC NATIONAL TRAINING CONFERENCE

The 1987 ISEC National Training Conference was held on March 8-11 at the Westpark Hotel in Rosslyn, Virginia. Conference sessions focused on the theme "Striving for Excellence: Strategies for International Education and Training."

A total of 166 persons attended the conference. Of these, 91 (55 percent) were from universities, 47 (28 percent) from the U.S. Department of Agriculture (USDA) and 28 (17 percent) from other organizations such as the Agency for International Development (AID), Food and Agriculture Organization (FAO), National Association of State Universities and Land Grant Colleges (NASULGC), American Association of State Colleges and Universities (AASCU), and other government agencies and private organizations. Forty-seven universities were represented at the conference.

Dr. Joan Wallace, USDA Co-Chair of ISEC, and Dr. Rouse Caffey, University Co-Chair, officially opened the conference on Monday morning and welcomed those attending. Dr. Dennis Brennan, Deputy Assistant Administrator for Technical Cooperation, Science and Technology Bureau, AID also greeted the conference.

Conference sessions were designed in relationship to the phases of a participant's education and training program: "pre-arrival", "on-board", and "post training" phases. The program was expanded this year to focus on a wider range of programmatic concerns as well as administrative issues. Each session looked at the roles and expectations of the various "players" involved in an international participant's program - AID or the sponsoring agency, USDA or the programming agency, universities or other training institutions and participants. The main issues and concerns presented and discussed during the sessions were summarized and are a part of this report. These issues are being referred to the ISEC Training Committee which has agreed to review them, and to develop action plans for further follow-up on appropriate items.

Two speakers discussed the topic of how International Development Activities Benefit the U.S. Peter C. Myers, Deputy Secretary of the U.S. Department of Agriculture spoke on Monday afternoon. John H. Costello, Executive Vice President of the Citizens Network for Foreign Affairs, was the Monday evening banquet speaker. Their remarks are included in this report.

Two added features of this year's conference were booth displays during the reception Sunday evening and tours of allied training institutions on Wednesday morning. Various organizations related to the



education and training programs of international students displayed information about their functions for people to review during the reception. On Wednesday morning tours were provided to the Washington International Center and the American Language Institute, Georgetown University. Both of these events provided an opportunity for those attending the conference to develop a better understanding of the goals and functions of these organizations.

The conference concluded with an open house and reception hosted by the International Training Division, USDA in their offices at 2121 K Street, N.W.



## SUMMARY OF CRITICAL ISSUES

The critical issues from the sessions throughout the Conference were summarized by Co-Chairs Jim Jorns and Val Mezainis at the last session on Tuesday afternoon, "Action Plans for Conference Follow-Up." The major items mentioned were:

### 1. Trends and Updates

- A. Better consultation and communication among sponsors, USDA and universities.
- B. Integration of management training within international student's education and training programs.

### 2. Selection Concerns

- A. English language proficiency of short-term technical participants.
- B. Involvement of participant during selection process.

### 3. Placement Concerns

- A. Need for more specific details of what is required in a participant's program.
- B. Not enough involvement of a broad range of institutions in training programs.
- C. Some contractors do not follow Handbook 10 regulations.
- D. Funding is needed to provide cross-cultural experiences for participants.

### 4. Program Design

- A. Faculty advisers would prefer some continuity to the regional emphasis and type of training among participant's they advise.
- B. Location of research for Ph.D. participants.
- C. More university-to-university linkages in Africa; more involvement of universities in program design.
- D. Time constraints on short-term training make it more difficult to alter program after participant arrives in U.S.

### 5. Critical Components in Arrival Orientation

- A. Too much concentration on logistics at expense of cross-cultural orientation.
- B. Participants need to be more proactive.
- C. Programming agencies should be made aware that Midwinter Seminars are becoming more focused on participant needs.
- D. Participants need to know what is in their PIO/P.
- E. Participants also need in-country orientation prior to departure for U.S.



6. Art and Science of Advising Foreign Students.

- A. Help faculty become sensitive to needs of international students.
- B. Faculty should have both a personal and institutional relationship with participants.
- C. Develop continuity between orientation and advising.

7. Building an International Perspective into University Curricula

- A. Should be done across disciplines - provide an international perspective to agriculture courses, don't just send students to take a course in the political science department.
- B. Involve faculty and international students in the process.
- C. Have clear statement of objectives.

8. Allowance-Fiscal and AID Handbook 10 concerns

- A. There is a growing cost consciousness, AID is developing a new cost analysis worksheet.
- B. Tax liability of participants.
- C. Need systematic communication among all actors in the participant training process.

9. HAC and Counselling Concerns

- A. AID is developing new medical screening exams in Missions.
- B. AID is preparing a new statement of work for health insurance contract.
- C. Still continual problems with the system.

10. Monitoring Concerns

- A. Is continuous process - prior to, during and after participant's program.
- B. OICD is trying to assess what are quality levels of training.
- C. Is an active partnership among sponsors, USDA and universities. Requires better and continual communication.

11. Post Training Professional Integration

- Re-Entry Preparation

- A. Is a high concern among participants.
- B. Should begin before the participant leaves his/her country.

- Follow-up Support and Alumni Networking

- A. Universities are in best position to do.
- B. Is beneficial to both university and participant.



## SESSION SUMMARIES



Moderator: Jim Jorns, Co-Chair, ISEC Training Committee

Panel Members: Dona Wolf, Director, International Training, AID/S&T

Irene Field, Senior Fellowship Officer, FAO Rome

Ken Shapiro, Director, International Agricultural Programs,  
University of Wisconsin-Madison

Val Mezainis, Director, International Training Division,  
USDA/OICD

Recorder: Gary Laidig, Program Specialist, USDA/OICD/ITD

Dona Wolf

In the past six years, the number of international participants (academic and non-academic) sponsored by AID has doubled, from 7,100 in 1981 to 15,500 in 1986. Projections for 1987 are 17,500 participants and for 1988, 19,500. In 1986, AID sponsored about equal numbers of academic (7,500) and non-academic (7,500) participants, costing about \$200 million. This ratio has not changed over the years.

AID is initiating 5 training concerns:

- (1) Cost Containment, including (a) limiting undergraduate tuition to \$7,500/year, (b) requiring undergraduates to live in on-campus housing, and (c) developing a Training Cost Analysis program to select contractors to handle AID participant training.
- (2) Improve Quality of Training, particularly in the participants exposure to American life outside the university. Ms. Wolf asked universities to develop opportunities for participants to increase their involvement in community affairs, but stated that no additional funds are available to encourage this aspect. In the long run, universities that are involved in project design should try to incorporate this into their projects.
- (3) Improve English-Language Capabilities of students by instituting in-country language training.
- (4) Promote Private Sector Training, especially in agribusiness. Ms. Wolf suggested that universities link-up with the private sector to provide this type of training (e.g. intern programs).
- (5) Follow-Up With Participants when they return home to provide technical, professional, and moral support.



### Irene Field

All FAO Fellowships and study tours are connected with FAO projects in the field and the recipient country, thus FAO/Rome needs country approval for any requests for changes in a training plan. The number of FAO Fellowships has increased from 876 starting in 1984 to 1,074 starting in 1986. FAO also trains, arranges high-level, short (not to exceed 2 months) study tours.

Trends for future indicate (a) an increase in short-term participants (3-6 months) from India (70-80 people in next couple of years), (b) increase in 9-12 month Chinese non-degree participants, and (c) a number of academic and non-academic participants from Turkey. Ms. Field was also hopeful that FAO would soon be working with the Asian Development Bank to coordinate their training needs. One issue raised by Ms. Field was that a number of countries have stated that they will not permit Ph.D. dissertation research to be conducted outside their home countries. The countries feel this will make Ph.D. research more relevant to their specific program.

### Ken Shapiro

The university approach to international development assistance should be on "helping others to help themselves" by promoting training for participants in areas such as higher education, agricultural research and transfer of technology. Citing the decline in Africa, compared to Asia and Latin America, of agricultural research capabilities and numbers of students enrolled in higher education, Dr. Shapiro said that the U.S. needs to support "long-term institutional strengthening programs" such as occurred in the 1960's. The trend in international assistance, however, has been away from these programs.

Dr. Shapiro challenged universities to encourage linkages between training and institutional strengthening programs by making training more relevant to long-term development (doing Ph.D. research in-country, providing a management component, etc.). Citing the AID policy on Cost Containment, he asked AID to consult with universities before making changes in participant training policy. He encouraged all universities to provide "excellence in training" and to make their views about training known to OICD, AID, and Congress.

### Val Mezainis

Since 1952, OICD, in one form or another, has coordinated training for over 70,000 agriculturalists, OICD offers several types of training including: (a) short course, (b) study tours, (c) on-the-job, and (d) overseas presentations. Sixty percent of OICD's participants are sponsored by AID, 20% by FAO and the remainder by the Cochran Middle Income Country Training Program and country financed. In 1986, OICD coordinated over 9,000 person months of training for over 2,500 participants. Sixty percent participated in non-academic training programs, which Dr. Mezainis sees as a trend in the coming years.

OICD's major theme is to "increase the quality of training, "specifically regarding relevancy to home-country situations. OICD has or will institute several programs to encourage relevancy: (a) integrate practical and management training into all programs. This is a little more costly and takes a little more time but the pay-off is worth it, (b) instituted workshops for short-course instructors to use various training methods to better meet participants needs, (c) encouraged programs for home-country Ph.D. research (e.g. Pakistan and Zaire), (d) present short-courses overseas to deal with specific home-country issues, (e) participated, in conjunction with ISEC Training Committee and BIFAD Human Capital Development Panel, in a seminar on training relevance, and (f) will sponsor with ISEC a program for faculty advisors of international students.





## SELECTION CONCERNS

Moderator: Jim Haldeman, Training Officer, Cornell University

Panel Members: Dick Edwards, USDA/OICD/TAD, currently working with  
AID/Africa Bureau

Dan Terrell, Associate Director, Field Support and  
Technical Assistance, AID/S&T/IT

Recorder: Kathleen Diehl, Training Technician, USDA/OICD/ITD

This panel involves selection concerns before the person leaves his/her home country. Jim Haldeman spoke first about three concerns he has:

- 1) Why do we continue to have meetings on selection concerns. Why do the problems continue to exist?
- 2) How much control does the college have?
- 3) The majority of the burden for training is with the university.

Students, Haldeman stated, often come with a number of problems: many don't know why they are here; many have low English skills; many have major questions with their financial package--sometimes advisors also have problems; and some students are in programs they have no desire to pursue.

Haldeman brought up the question of how the Missions know the participant. He said when documents trickle in to him, they must be trickling into the Mission. How can they judge whether the participant is qualified? He strongly felt the pool of participants needed to be higher and more qualified--not here because of whom they know or who they are. He would also like to see more realistic time frames on training, more leadtime between when documents arrive and when the university has to make a decision and he would like the Missions not to "short-circuit" the system by coming directly to the university and by-passing the placement structure in place.

Dick Edwards talked about two different types of placement that he was involved with in Africa. Basically he indicated there was not much that could be done about the placement process. In one case, they were chosen to fit one slot in the Ministry and that often the person chosen for this slot was not the best qualified. He also sat on a selection committee for another project when academic qualification was the first criteria followed by an established work record and history, whether or not they would return to their home country, and lastly came political concerns. In short-term training, he said the participants received the training first as a means of a reward for doing a good job and second as skill enhancement.

Edwards said there was a high value placed on a U.S. education, and lot of sacrifice on the part of the participant. There was also a lot of concern on the part of the Ministry for their success and for whether or not they would fit back in to their home country system when they returned and not go off chasing an FAO Job.

Dan Terrell covered somewhat the changes in Handbook 10. He talked about the inspector general looking at training needs assessment and selection criteria - NAG - (needs assessment guide) which is required by the mission.

He talked about some of the criteria such as TOEFL levels, AID-wide criteria on training, and other criteria such as age, gender, etc. He said this criteria is widely publicized, but that political selections still go on. He would like to see more dialogue between Mission and the university.

In the comments afterwards more was discussed regarding skill enhancement and HBCU's. One person brought up the question of getting the student trained where they were deficient in English and prerequisites and where there was not enough funding for extensions or things like thesis. He said it put the university in a dilemma. There was also a short discussion of budget cuts and how the tax law will affect students from other countries.

## PLACEMENT CONCERNS:

Moderator: Jane Tolbert, Program Specialist, USDA/OICD/ITD

Panel Members: Vi Cook, Program Specialist, Texas A&M University

John Moland, Director of Social Research Department,  
Southern University

Hattie Jarman, USAID/S&T/IT

Recorder: Troy Wakefield, Director, International Food and  
Agriculture Development, Tennessee State University

### Critical Concerns

Placement concerns are important to all and involves the student (trainee) from the time of the receipt of papers until the end of the program.

One concern is that adequate funding for participant training and a realistic time period be allocated for successful completion of training. Corollary to that is a concern to find better ways and means to educate the Mission on what is required and needed to obtain a degree in the U.S.

All participants cannot and should not be placed at only a few selected colleges and universities. Placement officials must give greater attention to the importance of diversity in training. Training needs can and should be handled by smaller institutions. Greater attention must be given to HBCU's particularly the 1890 institutions, for placement of trainees. Culture, geography and ecology are important concerns for placement.

There is miscommunication between U.S., AID, and U.S. Universities about "course load", program cost and ceilings on cost that may adversely affect the quality of the program over the long term.

Placement contractors do not all have the same rules and regulations. It may be beneficial to have some core rules and regulations by which all contractors must abide.

There are so many contractors and so many players in the game of placement that universities are being asked to do things regarding cost cutting and maintenance of quality that are increasingly difficult to carry out.

Information sharing is most important prior to placement. Trainees must be selected "in country" and applications made in a timely fashion such that feedback can occur. Selections made on short notice are not the best way.

### Key Items

Placement process should involve extensive interchange among individuals such that degree training objectives established for trainees will mesh with all university requirements.

Information sharing is important prior to placement.

There needs to be more inter-university cooperation in placement for training. This seem to be occurring through the effort of the Title XII universities.

There should be greater financial support for getting international students into U.S. communities and for expanding their cross cultural activities in order to increase their knowledge of and familiarization with the American way of live.

The USDA/OICD Task Order appears to be a good mechanism for handling participant training and may be an effective model for the World Bank, FAO, and others to use.



## PROGRAM DESIGN CONCERNS

Moderator: Phil Harlan, Program Specialist, USDA/OICD/ITD

Panel Members: Wilmer Harper, Professor of Agricultural Economics,  
New Mexico State University

Norman Rifkin, Chief, AID/AFR/TR/EHR

Recorder: Peg Hively, Program Specialist, USDA/OICD/ITD

### Critical Issues and Concerns

#### University View:

1. Faculty would prefer some continuity to the regions and types of training they must deal with. Because they each must deal with participants from various regions of the world in a variety of training programs (Ph.D., M.Sc., practical), they have problems integrating, into their other responsibilities, time to become knowledgeable about the various regions and the best approaches for the various types of programs.
2. Lack of long-term perspective to training programs. It takes time to develop relevant research programs, courses and materials. (One step in right direction is ITD going to a 5-year contract for short courses.)
3. For technical short term programs, the diverse mix of participants including both academic and non-academic. How do you design programs that will interest both groups.
4. For academics, when participant has deficiencies in subject matter or English, correcting these deficiencies increases the length of the program.
5. If university agrees to in-country research, who pays for academic advisor's travel? Who supervises the research? Who assumes responsibility if the research problem folds, there are problems with data collection and the university cannot grant a degree because there is no dissertation?

#### AID View:

Africa Bureau is redesigning AMDP into HRD for Africa Projects. These will maintain the flexibility but also put more emphasis on:

1. Private sector development
2. More interaction with other regional development projects
3. Emphasize strengthening of African institutions
4. Involve more women

To improve participant selection and program design, need to get universities involved in these processes.

USDA, Implementing Agency View:

- Hindrances to developing meaningful experience for participants (academic):

1. Generic PIO/P's
2. Short-timeframe for planning
3. Incomplete documentation
4. Lack of involvement of participants in developing what they want out of program

Similar constraints for non-academic. In addition, because of short program, need to have program in place prior to participant's arrival.

Other Issues from Audience:

How handle English language problems with short-term participants.

How incorporate successful follow-up with participants after they return home.

## CRITICAL COMPONENTS IN ARRIVAL ORIENTATION

Moderator: Jim Gulley, Program Specialist, USDA/OICD/ITD

Panel Members: Sara Shafer, Director of Service,  
Washington International Center

Dick Calhoun, Assistant Director,  
Resources and Support Division, AID/S&T/IT

Carol Munshower, Director International Student Services  
and Program, California State University, Fresno

Recorder: John Shields, Professor of Agricultural Economics,  
California State University, Fresno

### Jim Gulley:

Foreign students receive a 1-2 hour orientation at USDA and are given a packet of materials (see attached sheet).

Mention was made of the USAID Mission training officers "Study Plan" and the required "Academic Enrollment and Term Report" form. Unfortunately, many students are never exposed to their own study plan objectives. It was suggested that students be shown their PIO/P in order to clarify expectations up front and avoid discord later on the campus between faculty advisors and foreign students which inevitably requires telephone calls to Washington and even cables to USAID Missions.





## ORIENTATION

PARTICIPANT NAME: \_\_\_\_\_ DATE OF ORIENTATION \_\_\_\_\_

PACKET: Include a copy of each of the following:

Right Side: Identification card.....☐  
Program and Itinerary.....☐  
Explanation of Participant Allowances.....☐  
Insurance Forms:  
    Claim for Medical Benefits.....☐  
    Claim for Hospital Benefits.....☐  
    Claim for Vision Benefits.....☐  
Claim for Reimbursement.....☐  
    (Type name, PIO/P# and WP# - 6 copies)  
Typing Justification.....☐  
Study Plan (first page and 2 second pages).....☐  
Academic Enrollment and Term Report.....☐  
Record of Official Field Trips.....☐  
Biographical Update.....☐

Left Side: Map of downtown Washington.....☐  
Map of USA.....☐  
USDA Information Sheet.....☐  
IT Organizational Chart.....☐  
AID Information Sheet.....☐  
Brochures:  
    How it Serves the People on the Farm.....☐  
    The Nation's Largest Industry.....☐  
    Services Available thru USDA.....☐  
    Courses in Ag. and Rural Development.....☐  
Catalog of courses in Ag. and Rural Dev.....☐

TO BE COVERED WITH PARTICIPANT:

From Orientation Packet:

Identification card.....☐  
Program and Itinerary.....☐  
Explanation of Participant Allowances.....☐  
Insurance Forms.....☐  
Claim for Reimbursement.....☐  
Typing Justification.....☐  
Study Plan.....☐  
Academic Enrollment and Term Report.....☐  
Record of Official Field Trips.....☐  
Biographical Update (Participant should fill out)....☐

Other:

Collect International Ticket.....☐  
Collect IAP-66 (pink or copy).....☐



Sara Shafer:

The one week (Sunday - Saturday) orientation program was described wherein foreign students are met at Dulles International Airport by a volunteer who informs the new arrivals how to get into Washington, D.C. by themselves so as to inculcate independence in a self-service socio-economic system.

The concept of volunteerism in American values is discussed so that foreign visitors learn to observe and interpret behavioral characteristics without prejudice (ie., through their own value set). It is also important to prepare visitors for Americans who don't know anything about the foreign country of the student and may ask strange/naive questions which can give offense to the unsuspecting.

Topics covered during orientation sessions include: crime avoidance, self-service shopping, tipping, health/accident insurance, AID regulations, male/female relationships, American reserve in approaching foreigners, cleanliness expectations, etc.

Events completed during the orientation include: trip to a drugstore, visit to a high school, dinner with a host family, a cultural event (e.g., Kennedy Center), tour of Washington, walk-around the capital, etc.

Dick Calhoun:

The orientation programs should aim at helping foreign students take charge of their lives and their academic program. To accomplish these twin objectives, the orientation must be supportive and continuing.

Since predeparture orientation is usually nil, Washington and campus orientations become critical to successful personal adjustment and academic performance. Typically, orientation stresses logistical operations (e.g., apartment renting), American culture (e.g., values and institutions), and academic system (e.g., degree course selection). Too often campus orientations are limited to the first category.

USDA's midwinter community seminars, consisting of 36 different seminars in ten cities, have been very successful - especially with their increasing emphasis on academic substance (i.e., they are no longer semester break tours that constituted a "student sitting" service while dorms closed down).

For example: Agribusiness seminars in Memphis and Chicago supplement university academic programs. Topics include agricultural marketing with visits to meat packing facilities, market place, wholesale and shipping companies, etc.



## Carol Munshower

A model program of orientation was presented. The campus of 17,000 students includes 1,000 foreign students. The office of International Student Services and Programs is staffed by 1 director, 4 counselors (3 of which were foreign students originally), and 12 student peer advisors (9 of which are foreign students currently). The director and counselors all have degrees in counseling.

The philosophy of orientation is "bridging" across cultures. Connections are made even before the students depart their home country via the current international student newsletter and three separate mailings including: a personal letter of welcome and invitation to the campus orientation program before registration, information of Fresno environs and climate along with the names of CSU-Fresno graduates back home in newly admitted student's nation, and descriptive material about the host family program and nationality clubs, as well as health insurance and vaccination requirements.

Students are encouraged to arrive three weeks before courses begin. During the first week a host family greets the new arrival at the airport; keeps him/her for two nights, escorts them around town, helps to locate housing, and generally acclimatizes the student to the local setting. The second week is comprised of the initial orientation (see activities schedule), which concludes during the third week with academic planning sessions and registration preparation. Peer advisors work with students individually in addition to group orientation. A packet of orientation materials is also provided - inclusive of forms to be filled out.

Some special features of the orientation program include:

### (A) Social Activities

- 1) Host families reception
- 2) College Union bowling
- 3) Pizza Parlor get together
- 4) Rotary Club tour of local businesses
- 5) International Student Club Bar-be-que and swim

### (B) Cross-Cultural Focus

- 1) Connecting personally - loneliness and making friends; Americans as acquaintances versus friends.
- 2) Understanding America - family structure, social values, political system, contemporary issues.
- 3) Individual rights and responsibilities - meeting with campus and city police officers; important laws, traffic regulations, car insurance; what to do if you get in trouble; personal safety guidance.
- 4) Personal goal exploration - what non-academic objectives students have while in America and how they might achieve them.
- 5) Local Sightseeing - a free bus pass is provided by the city to allow foreign students to get their bearings before becoming regular customers.

## SPRING '87 ORIENTATION ACTIVITIES

### ORIENTATION WEEK January 12th-January 16th

Tuesday Jan. 13th	9:30-12:00 p.m. <u>ISSP &amp; CAMPUS SERV.</u>	Old. Sci. 121
	1:00-2:00 p.m. Health Workshop. Learn of how your insurance policy works and how to effectively use the student Health Center.	SR. 1-15
	2:15-3:15 p.m. <u>Immigration session</u>	Old. Sci. 121
	6:15-9:00 p.m. Host Family Reception. An opportunity to get to know American families and make friends with the people of Fresno.	SCU
Wednesday Jan. 14th	9:30-12:00 p.m. <u>ACAD. REQ. SESSION</u>	Old. Sci. 121
	1:00-2:00 p.m. Workshop on Rights & Responsibilities. Meet campus police and Fresno police officers. Tips on personal safety, keeping your apartments safe and how the police can help you.	SR.1-15
	2:15-3:15 p.m. <u>Registration Session</u>	Old. Sci. 121
	3:30-5:00 p.m. Bowling with ISSP. Join ISSP staff and peer advisors in bowling and pool games at the CU.	CU
Thursday Jan. 15th	8:30-10:30 a.m. <u>ISSP &amp; CAMPUS SERV.</u>	Old. Sci. 121
	10:45-11:45 p.m. <u>Immigration Session.</u>	Old. Sci. 121
	1:00-3:00 p.m. <u>ENGLISH TEST.</u> This will be the ONLY time the test will be given before registration on Jan. 22nd. You have to take the test before you register. Failure to take the test will mean registering late and paying a late fee. <u>Bring your passport</u> and clearance card for admission to test.	Old Sci 121, 162
	3:00-6:00 p.m. International Club Reception Hosted by the Int'l Club to introduce you to their activities and their members. A wonderful opportunity to get to know students from all over the world.	SCU

Friday	8:30-10:30 a.m.	<u>ISSP &amp; CAMPUS SERV.</u>	Old. Sci. 121
Jan. 16th	10:45-11:45 a.m.	<u>Immigration Session</u>	Old. Sci. 121
	1:00-3:30 p.m.	<u>Academic Req. session</u>	Cafe 200
	3:45-5:00 p.m.	<u>Registration session</u> (Bring your CSUF catalog and Schedule of Courses).	Cafe 200

**REGISTRATION WEEK    January 19th- January 23rd**

Tuesday	4:00-5:00 p.m.	English test results and assignments of ISC classes	Spch Arts 169
Jan. 20th	4:30-7:00 p.m.	Intl-American Business Students Association Reception for int'l students. All int'l students are invited.	

Wednesday	10:30-12:00 p.m.	Question & Answer session and help in selecting classes.	Spch Arts 169
Jan. 21st	4:00-5:00 p.m.	Results of petitions to waive or defer ISC classes.	Joyal 211

Thursday	ALL DAY	<u>WALK THRU REGISTRATION</u>	No. & So. GYM
Jan. 22nd	10:00-11:00 a.m.	Graduates	
	11:00-11:30 a.m.	Seniors	
	11:30- 1:00 p.m.	Juniors	
	1:00- 2:30 p.m.	Sophomores	
	2:30- 4:00 p.m.	Freshmen	

**YOU MUST HAVE YOUR NOTICE OF ADMISSION  
&  
CLEARANCE CARD TO BE ALLOWED TO REGISTER.**

**CLASSES BEGIN ON MONDAY, JANUARY 26TH, 1987**

**GOOD LUCK!!!!!!**



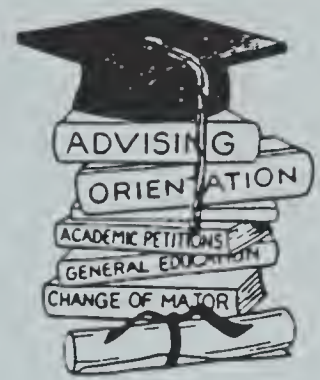
(C) Academic Survival

- 1) Curriculum structure - general education versus major field; prerequisite courses; degree requirements.
- 2) Trial program-of-study exercises - deciding which courses; scheduling of classes, catalog descriptions.
- 3) Registration System - forms, procedures, payment.
- 4) Degree plan - semester-by-semester four year plan to ensure timely completion; how to avoid delays in graduation or address problem; taking the initiative with professors/advisors in designing a relevant program.
- 5) Resource handbook - services available for counseling, tutorial, etc.
- 6) English language examination preparation.

(D) Orientation Tracking

- 1) Clearance card - signatures of responsible officials are required to certify all orientation sessions, math and English placement tests, etc. have been completed. This control card becomes the permit to register.
- 2) University forms - completion and filing of various forms is monitored so that students academic career is launched as smoothly as possible.





# ACADEMIC PLANNING GUIDE

Name \_\_\_\_\_

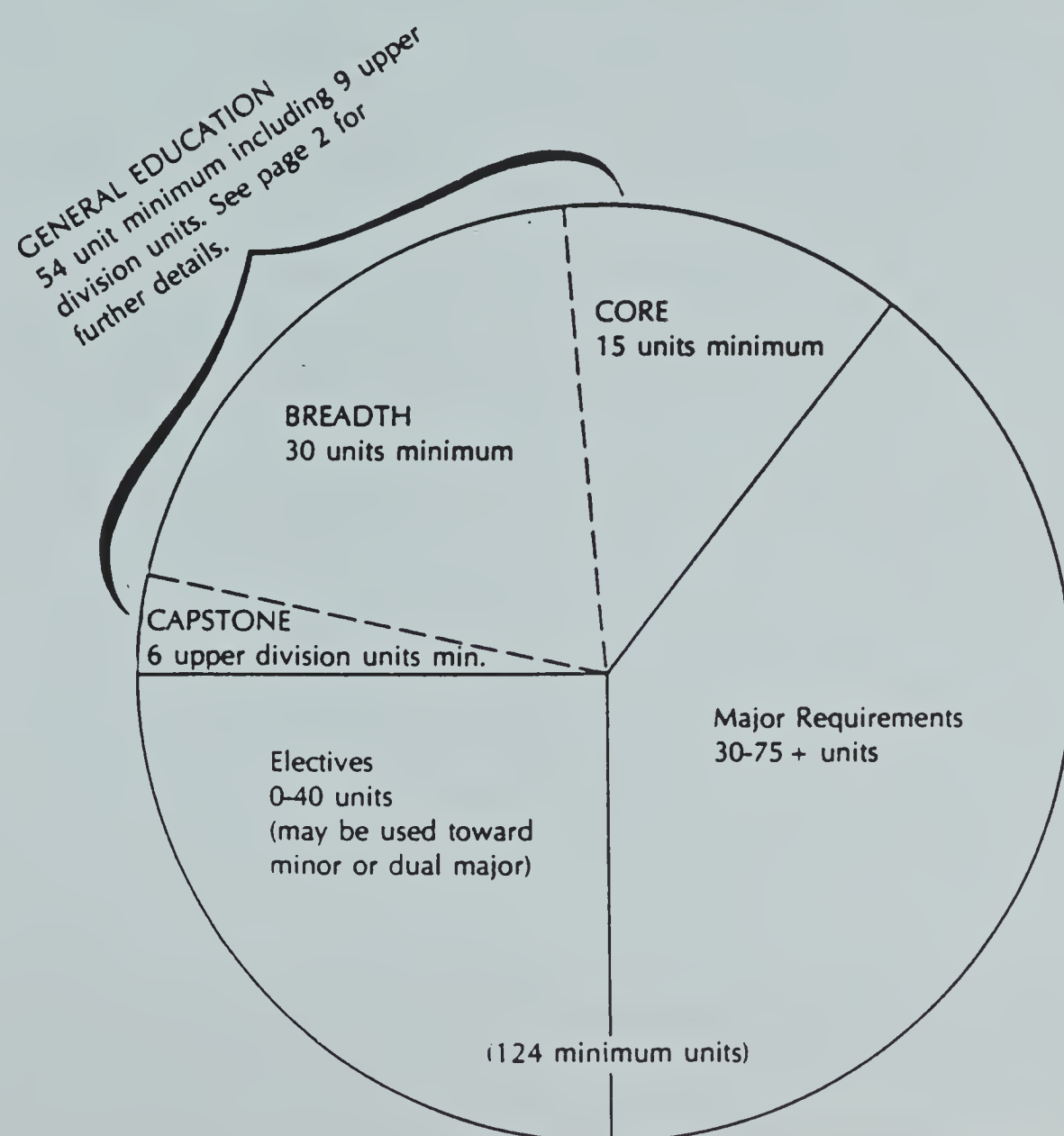
Catalog Year \_\_\_\_\_ I.D. Number \_\_\_\_\_

\_\_\_\_\_  
Adviser's Name

\_\_\_\_\_  
Academic Major

\_\_\_\_\_  
Minor (if any)

## WHAT GOES INTO B.A./B.S. DEGREE PROGRAMS





# General Education Requirements

NOTE: Majors in Engineering and Liberal Studies must complete a different G.E. pattern.  
Consult your faculty adviser for specific requirements.

## CORE (15 units minimum)

- 1 English 1
- 2 Speech 3, 5, 7, or 8
- 3 Math 4 (Consult your General Catalog for specifics.)
- 4 History 11 or 12
- 5 Political Science 2 or 101

Course Unit

## BREADTH (30 units minimum)

Complete one course from each of Divisions 1 and 2; one course from 1 or 2 must have a lab component.  
(9 units minimum)

- Division 1 — Physical Processes:** Chemistry 1A, 1B, 2A, 2B, 2C; Geology 1, 2, 15 (MNE only); Physics 1, 2A, 2B, 5A, 5B
- Division 2 — Biological Processes:** Biology 10, 15 (MNE only); Botany 1 or 10; Zoology 1 or 10
- Division 3 — Behavioral/Environmental Systems:** Anthropology 1; Geography 5, 5L, 7, 7L; Psychology 10, 36

\* \* \* \* \*

Courses must be selected from at least three of the following four Divisions. (12 units minimum)

- Division 4 — Literature:** English 20, 30, 101, 102, 103; French 109; Greek 148; Latin 148; Spanish 140, 142
- Division 5 — Fine Arts:** Art 1; Art History 10, 20; Dance 171; Drama 62, 163; La Raza Studies 7, 9; Music 9, 74
- Division 6 — Humanities:** History 1, 2; Humanities 10, 11; Philosophy 1, 10, 120, 131
- Division 7 — Languages:**
  - Armenian 1A, 1B, 2A, 2B      Hebrew 1A, 1B      Philosophy 25, 45
  - Chinese 1A, 1B, 2A, 2B      Italian 1A, 1B, 2A, 2B      Portuguese 1A, 1B
  - French 1A, 1B, 2, 3      Japanese 1A, 1B, 2A, 2B      Russian 1A, 1B, 2A, 2B
  - German 1A, 1B, 2A, 2B      Latin 1A, 1B, 2A, 2B      Sanskrit 10A, 10B
  - Greek 1A, 1B, 2A, 2B      Linguistics 10      Spanish 1A, 1B, 2A, 2B, 4A, 4B

\* \* \* \* \*

Complete one course from Division 8 and one course from Division 9.

- Division 8 — Social, Economic, and Political Systems:** Agricultural Economics 1; Anthropology 2, 15 (MNE only); Economics 1A, 1B; Geography 2, 3, 4; Political Science 1, 8, 120; Sociology 1, 2, 3
- Division 9 — Other Cultures and Women's Studies:** Armenian Studies 10; Asian American Studies 15, 30, 56, 110; Black Studies 25, 27, 38, 144; Ethnic Studies 1; History 101; La Raza Studies 3, 5; Native American Studies 50, 103; Sociology 131; Women's Studies 10, 101, 131, 135

Complete at least 3 units in Division 10.

- Division 10 — Personal Life and Growth:** Art 20, 30, 40, 50, 60, 70, 93; Child and Family Studies 39; Dance 116; Drama 22, 34; English 41, 43; Health Science 90, 124; Industrial Engineering 125; Music 2-102, 3-103, 18-118, 21-121; Physical Education 31; Psychology 61 or 171, 132; Recreation 80; Speech 4

\* \* \* \* \*

## CAPSTONE (6 upper division units minimum) Consult your General Catalog for specific details.

Complete in one of two ways:

1. Any two INTERDISCIPLINARY (Nexus/CapS) courses (6 units).
- OR
2. Two courses in a single CLUSTER from two departments (6 units).

\* \* \* \* \*

Additional courses/units needed, as necessary, to complete the 54 unit minimum requirement.

TOTAL

Total G.E. units required are 54; included are 9 upper division units which must be taken after 56 units have been completed, 6 units of which are CAPSTONE. Transfer students are required to complete a minimum of 9 G.E. units here at California State University, Fresno.

# PLAN AHEAD

Use these boxes to plan a sequential pattern of courses for several consecutive semesters. G.E., major and elective courses can be taken concurrently, as desired. Ask your faculty adviser to assist you.

Units _____	Units _____	Units _____	Units _____	Units _____	Units _____
Total _____	Total _____	Total _____	Total _____	Total _____	Total _____

Units _____	Units _____	Units _____	Units _____	Units _____	Units _____
Total _____	Total _____	Total _____	Total _____	Total _____	Total _____

Minimum units to graduate = 124 units  
 12 units x 10 semesters = 120 units  
 14 units x 9 semesters = 126 units

16 units x 8 semesters = 128 units  
 18 units x 7 semesters = 126 units  
 20 units x 6 semesters = 120 units

# SUMMARY OF DEGREE REQUIREMENTS

(Consult the General Catalog for details)

Check when completed:

- ☐ ISC COURSES
- ☐ Major
- ☐ General Education (54 units\*), including:
  - ☐ CORE (15 units)
  - ☐ BREADTH (30 units)
  - ☐ 9 upper division G.E. units (taken after 56 units)
    - ☐ CAPSTONE (6 units)
    - ☐ 3 additional upper division units from CORE, BREADTH or CAPSTONE
- ☐ Upper Division Writing Skills (after 56 units completed)
- ☐ 40 upper division unit requirement\*\*
- ☐ Residence (30 units, 24 upper division, 12 in major)
- ☐ Total units (124 minimum)
- ☐ GPA of 2.0 + in major, at CSUF and total units
- ☐ Application filed and fees paid for graduation

\*Except Engineering majors, who should consult a faculty adviser about specific General Education requirements.

\*\*Students in the School of Agriculture and Home Economics, including the Department of Industrial Technology, must complete 45 units before accumulating 40 upper division units. Consult faculty adviser for details.

ELM/EPT: Freshmen and transfers also need to determine whether or not they must take the Entry Level Math (ELM) Test and/or the English Placement Test (EPT). Consult the General Catalog.

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## IMPORTANT INFORMATION

- CONSULT AN ACADEMIC ADVISER REGULARLY.
  - TRANSFER STUDENTS: Review your official evaluation to avoid duplicating classes taken elsewhere which have different designations; e.g., HS 90/H Ed 1.
  - FRESHMEN AND LOW-UNIT TRANSFERS: Upon completion of approximately 90 semester units, request a 90-unit degree evaluation from the Evaluations Office.
  - GRADUATION IS NOT AUTOMATIC. It is to your advantage to apply for graduation one year in advance; otherwise, you must apply during the semester in which you want to graduate no later than the deadline published in the Schedule of Courses. If you apply but do not graduate, you must reapply in accordance with CSUF procedures.
-



## DEGREE

## PLANNING

## GUIDE

CALIFORNIA STATE UNIVERSITY, FRESNO

International Student Services and Programs

Joyal Adm. #211 (209) 294-2782

Date 2-25-87

NAME \_\_\_\_\_

MAJOR Engineering

Expected

Grad. Date \_\_\_\_\_

I.D. NUMBER \_\_\_\_\_

OPTION Mechanical

B.A. DEGREE \_\_\_\_\_

ADVISOR \_\_\_\_\_

MINOR (not required) \_\_\_\_\_

B.S. DEGREE ☒Note Based on the catalog requirements of the 1985-86 p. 24-75 catalog

Transfer Credit: (semester units allowed):

Institution	Dates	Units Registered	Units Allowed	Grade Points

Total Transfer Credit Allowed \_\_\_\_\_

## GENERAL EDUCATION REQUIREMENTS 54 UNITS

(9 units shall be taken after completion of 56 semester units and 9 units shall be in residence.)

CORE.....(15)	COMP	NEEDED
One course from each line		
English Composition <u>Engl 1</u>		3
Speech <u>Spch 2, 5, 7 or 8</u>	3	
Mathematics <u>Math 75 and 76</u>	4, 4	
American History <u>Hist 11 or 12</u>		3
Federal, State, and Local Government <u>Pol 2 or 101</u>	3	
BREADTH.....(30)		
At least one course required from Division 1 and 2 (include one Lab).....9		
1. <u>Chem 1A; Chem 1B or 8</u>	5, 3	
2. <u>Phys 5A and 5B</u>	5	5
3. _____		
4. At least one course required from three of the four Divisions (+7) <u>6</u>		3
5. _____		
6. <u>Phil 131</u>	3	
7. _____		
One course required from each Division (8-9) <u>2</u>		
8. <u>Econ 4</u>	3	
9. _____		
One course required from Division 10. (Three units) <u>3</u>		
10. _____		
CAPSTONE		
Two courses required <u>(8)</u>		
<u>Double counted</u>		
Additional units to complete total of 54 units.		
Total GE units <u>33</u>		
9 Upper Division GE units		
9 residence GE units		

This Degree Planning Guide is not to be considered an official evaluation. Use of this Guide is intended for sponsored students and their sponsors to monitor academic progress. Any questions concerning this guide should be directed to the International Student Services and Programs Office.

## ESTIMATED SUMMARY OF DEGREE REQUIREMENTS

Minimum Total Units 141

Units in Residence 30 (12 in Major)

Upper Division Units 40 (24 in Res.)

U.D. Writing Skills \_\_\_\_\_

Transfer \_\_\_\_\_ CSUF: \_\_\_\_\_ Overall: 2.96

2.00 GPA

COMPLETED

NEEDED

57

## MAJOR REQUIREMENTS

	COMP	NEED
ME 11		3
ME 26	3	
ME 31	3	
ME 112		3
ME 116		3
ME 117		2
ME 131, 131L		2, 1
ME 134		3
ME 136		3
ME 144		3
ME 154		3
ME 156		3
ME 157		2
ME 164		3

	COMP	NEED
ME 166		3
ME 180		2
CE 20		3
CE 121		3
EE 70	2	
EE 90, 90L		2, 1
EE 121, 121L		3, 1
IE 160		2
IE 161		2
IE 182W		2
Appr. electives (See p. 273)		10
TOTAL MAJOR REQ'TS	8	

## ADDITIONAL REQUIREMENTS

	COMP	NEED
Math 77		4
Math 81	4	
TOTAL ADD'L REQ'TS		

	COMP	NEED
TOTAL ADD'L REQ'TS		

## ELECTIVES

	COMPLETED	NEEDED
<u>Free Elect. 120</u>		0
<u>EE 21, 10, 28, 93</u>	3, 2, 3, 3	
Total Electives	12	

COMMENTS \_\_\_\_\_

SPONSOR Dr. [unclear]



# REGISTRATRATION CLEARANCE CARD

This card will allow you to obtain registration materials on January 22 at Walk Thru Registration. Signatures or stamps to clear many items can be obtained during the International Student Orientation. Each item is explained further on the reverse side of this card.

NAME:

I.D.#:

\* \* \* \* \*

INSURANCE

IMMIGRATION AND NATURALIZATION SERVICE  
INFORMATION SESSION

CALIFORNIA STATE UNIVERSITY, FRESNO  
ACADEMIC REQUIREMENTS INFORMATION  
SESSION

REGISTRATION INFORMATION SESSION

CAMPUS SERVICES AND TESTING PREPARATION

UNIVERSITY ENGLISH EXAM

UNIVERSITY TEST ROOM #

TUBERCULIN SKIN TEST-M/M/R IMMUNIZATION



## REGISTRATION CLEARANCE PROCEDURE

The items described here are University requirements that must be completed prior to your registration. Please read the requirements carefully. If you have questions, contact the International Student Services and Programs, Joyal 211, 294-2782.

INSURANCE: Purchase one of the insurance policies available from the University or provide proof that you have a policy covering basic and major medical costs. Insurance may be purchased between 3:00-4:00 PM in Joyal 211.

IMMIGRATION INFORMATION SESSION: What you need to know about U.S. law while you are a guest in this country. Sessions on January 13 from 3:15-4:15 PM or January 15 from 11:15 AM - 12 Noon in Old Science 121. Attend only one session.

ACADEMIC REQUIREMENTS: Introduction to State of California and University requirements for obtaining a degree. Sessions on January 14 from 9:30 AM - 12 Noon and January 16 from 1:00-3:30 PM in Old Science 121. Attend only one session.

CAMPUS SERVICES AND TESTING PREPARATION: An explanation of the International Student Services and Programs plus other services for students. Information on what to expect during the University English Exam. Sessions on January 13 from 9:30 AM - 12 Noon and January 15 from 8:30-11:00 AM in Old Science 121. Attend only one session.

REGISTRATION INFORMATION: How to register for classes. Tips to make this process faster. Sessions on January 14 from 2:15-3:15 PM and January 16 from 3:45-5:00 PM in Old Science 121. Attend only one session.

UNIVERSITY ENGLISH EXAM: A University requirement. Given only on January 15 from 1:00-3:00 PM. Report to Old Science 121 at 12:15PM. Bring your passport and this clearance card for admission to the exam. **REQUIRED OF ALL NEW STUDENTS.** Please bring a #2 lead pencil.

TUBERCULIN SKIN TEST-M/M/R IMMUNIZATION: Obtain the required TB Test/Immunization at the Campus Health Center. This must be done before January 22. There is no cost.

## THE ART AND SCIENCE OF ADVISING FOREIGN STUDENTS

Moderator: Don Dwyer, Executive Director, Consortium for International Development

Panel Members: Shaaban Kotb, Ph.D. Student from Egypt, Department of Agronomy, University of Maryland

Bernard LaBerge, Assistant Dean of the Graduate School, and International Student Advisor, Virginia Polytechnic Institute and State University

Roger Steele, Agricultural and Extension Education Department, Michigan State University

Robert Lee, Acting Director, Institute of Public Administration, Pennsylvania State University

Glen Sampson, U.S. Wheat Associates

Recorder: Frank Fender, ISEC Co-Director, USDA/OICD/IRAD

### Major Points

Shaaban Kotb:

- (a) To be most effective, advising must be part of a continuing process beginning with orientation and ending with discussions to maintain collegial and institutional ties after the student returns home.
- (b) Orientation sets the stage. It should begin in the home country prior to the participant's departure and continue upon arrival in the U.S. and at the university. The orientation should present a balanced view and accurate information about U.S. culture, living in the U.S. and the U.S. educational system. Specific information should be presented on the university the participant will attend and the community in which s/he will be living.
- (c) One campus orientation should provide the initial linkage among the student, foreign student advisor (college contact/coordinator) and faculty advisor. This will assist in a mutual understanding of program objectives, procedures, expectations, research focus, etc.
- (d) Frequent communications are important. Advisors should see that foreign student has opportunities to broaden his/her horizons and understand the U.S. better.
- (e) The foreign student should take advantage of the opportunity to organize and/or participate in clubs, activities, etc. that will inform and educate his/her U.S. friends about his home country and culture. This gain in mutual understanding is important.

Bernard LaBerge: Five key steps to improved foreign student advising are:

- (a) A realistic assessment of the educational background/experience and academic potential of the foreign student applicant. We do not do anybody any favors by getting someone in over their head in a high pressure, very competitive educational situation. Request complete documentation and review thoroughly. Consider both technical competence and language competence. You can usually compensate for and teach one or the other but not both at the same time. Err on the side of conservatism.
- (b) Selection of the "right" faculty advisor. Often there is a choice between a younger assistant professor who is more cross-culturally sensitive and an older more professionally experienced full professor. LaBerge has a preference for the more experienced faculty advisor. Given the present university reward system, the additional time required by foreign students could slow the assistant professor's career advancement. Furthermore, the foreign student typically has more to gain from the experience of the more established professor, especially if the experience includes overseas work.
- (c) Effective integration into both the university and the community. This makes the foreign student feel more a part of his/her surroundings and increases the comfort and confidence level. This requires frequent communication and interaction among all those involved--the student, the program specialist, the foreign student advisor, and the faculty advisor. Mechanisms need to be in place that facilitate and ensure this communication and interaction. If not it probably will not happen and the student will suffer.
- (d) Breaking down misconceptions and prejudices. Three were mentioned; (1) cosmopolitan students (i.e., from developed countries) are better students than those from developing countries, (2) sponsored students do not cost us anything, and (3) since they do not cost anything, let's give them a chance--can't lose anything. This point is directly related to the first point.
- (e) Accept foreign students with the intent of establishing lasting collegial and institutional relationships. This puts a different and more positive perspective on the advising relationship.

Roger Steele:

- (a) It is important to seek ways of enhancing the educational programs for foreign students studying agriculture in the U.S. by integrating appropriate training experiences into their overall program. Foreign student advisors and faculty advisors play important roles in getting this accomplished.
- (b) Previous research indicates that one of the least met needs of foreign agricultural students was for the inclusion of practical training experience during their stay in the U.S.



- (c) Practical training must be experiential in its design, conducted under appropriate supervision and accompanied by campus-based teaching strategies. It should be used to enhance, not replace, academic training.
- (d) Recent research by Steele (funded by a NAFSA grant) explored the factors affecting practical agricultural training for graduate students from developing countries. Five groups were surveyed; (1) LDC graduate students in agriculture, (2) faculty advisors of the LDC graduate students (3) Cooperative Extension Service (CES) field agents, (4) CES County Extension Directors, and (5) vocational agriculture instructors. Specifically related to the topic of this session were the two following results: (1) International students had the most positive attitude toward practical training, and (2) faculty members (advisors) had the least positive attitude toward practical training. There are several implications from this study, but the key issue in terms of foreign student advising is obvious. How can the attitudes of these two groups be brought closer together.<sup>1</sup>

Robert Lee

- (a) For reasons we have heard many times management training is good to have because it complements more technical training and better prepares students for future career responsibilities.
- (b) Key problems - including management training into the program study for foreign students are (1) how do you decide what is most appropriate and (2) how do you fit it into an already tight time frame?
- (c) Can consider courses in the business schools, but quickly encounter problems of relevance. Most business school courses focus on the private sector and specifically the U.S. private sector. In most LDC's the public sector is predominant. This leads you to public administration.
- (d) Problems of relevance are also encountered in schools of public administration. Faculty often tend to be parochial. Most courses are U.S. focused with little if any international, and specifically developing country, material. Many of the core courses are too specialized. On the other hand, the less specialized courses such as development administration and comparative administration tend to have few U.S. students, become predominated by foreign students and often (not always) lack rigor.

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<sup>1</sup> Dr. Steele's presentation is included in the appendix.

- (e) One possibility for providing relevant management training is specialized short term training courses. These require time and money to develop. Schools are hesitant to do this unless they are sure of a sufficient number of students (groups) over time to cover these costs. There are however opportunities of this kind available, and these should be identified and used where appropriate.
- (f) Another possibility is mid-career short-term training either in the U.S., in the person's home country, or in a third country.

Glen Sampson

- (a) Supports practical training. It is good for the foreign student and for the U.S. The U.S. Wheat Associates, and most of the other commodity and/or trade groups encourage this type of training and many have their own programs.
- (b) This type of training gives the foreign student an opportunity to observe and gain firsthand in-sight and experience in what we do and how we do it. This improves the chances for future commercial activities. Often lasting relationships are established that are mutually beneficial. "You don't sell very much on friendship alone, but all other things being equal, it sure does help!"
- (c) Tailoring training experiences to meet specific needs is often necessary and most beneficial. Short courses and/or observation/study programs are most typical. Internships are difficult to arrange due to immigration laws, labor laws, insurance concerns, etc. Arranging training programs overseas can be most appropriate and cost effective.
- (d) Opportunities for including this type of training into programs of study should be explored and encouraged by faculty advisors.

Summary by Moderator: The panel participants have shared a wealth of useful information and ideas. There is obviously a continuing challenge to improve our advising of foreign students in ways that will enhance their educational experience. Getting off to a good start is essential. Being sensitive to cultural differences, understanding the objectives of the program, and being responsive to the needs of the participant as they relate to these objectives are all necessary. Continued communication among all the persons involved is most important. We need to do a better job of this. As advisors we need to be more aware of practical training opportunities that will enhance foreign student programs and make an effort to get these included as appropriate. I conclude that we have much more to do in the area of advising.

## BUILDING AN INTERNATIONAL PERSPECTIVE INTO UNIVERSITY CURRICULA

Moderator: Duane Everett, Chief, Institutional and Human Resources Division, BIFAD Staff

Principal

Presenter: Duane Acker, Director for Food and Agriculture, S&T Bureau, AID

Respondents: Mary Rojas, Assistant Director, Office for International Development, VPI&SU

Eugene Adams, Vice Provost for International Programs, Tuskegee University

John Shields, Coordinator, International Agricultural Programs, California State University, Fresno

Recorder: Frank Fender, ISEC Co-Director, USDA/OICD/IRAD

### Major Points

Duane Acker

Were I able to impose by means of a "magic wand" features and characteristics of a university curriculum that would provide an international perspective beneficial to both foreign and U.S. students, the following would be given serious consideration.

- (a) Mastery of a second language
- (b) At least two faculty in the major or minor areas who have had significant professional experiences in one or more other countries.
- (c) A majority of courses taught from a global, comparative perspective. This certainly should not be limited to economics, political science, or geography. It should apply to taxation, human nutrition, soils, range management, finance, personnel management, sanitary engineering, or about any other. Certainly, applicability to U.S. or regional conditions is important in many disciplines, but equipping the student to live and work in the world society is essential.
- (d) An international travel or intern experience.
- (e) A seminar built around international topics in the major or minor.

- (f) Courses in international trade, politics, economics, culture and/or other disciplines.
- (g) At least 10 percent of the undergraduate students from other countries. Opportunities to share food, customs, traditions. The development of an empathy for other cultures.
- (h) A solid understanding of the range in per capita income among countries and regions, tendency to move toward the mean.
- (i) The global interests and interrelationships of the United States, such as:
  - what we export and where
  - what we import and from where
  - import and export trends and competition
  - foreign aid programs and their rationale
  - foreign lobbies and their impact on Congress
  - Pacific rim vs. Western Europe vs. Africa

Mary Rojas

- (a) Consistent with the excellent points made by Dr. Acker, there is, at Virginia Tech, an ongoing effort to internationalize the curricula. This effort is based on the following assumptions:

- Internationalization is a two-way street. There are mutual benefits to international involvement of faculty and staff and from having foreign students on campus. Internationalization helps to reap these benefits. The resulting courses and activities help everyone to better understand our world and operate in it.
- It is important to bring the benefits of international involvement back to the campus, community, and the state. Programs of study and specific courses are enriched by an international dimension, expertise and skills are enhanced, graduates are more knowledgeable and able to work more effectively in a global society, the public is made more internationally astute.
- A multidisciplinary approach to internationalization is essential. Getting faculty from different subject matter departments directly involved gives a sense of ownership and commitment.

It is important to have clear objectives and not try to do too much too fast. It is best to start by internationalizing specific courses and/or programs of study by inclusion of new material, new courses, and minor areas of concentration. This can lead to more comprehensive efforts at the school or college level.



Eugene Adams

- (a) Internationalization of the curricula is an important activity for our universities.
- (b) A multidisciplinary effort (cross-fertilization) is the best approach for both students and faculty.
- (c) Faculty commitment and input is enhanced by getting them involved in overseas projects; faculty exchange programs or as advisors to foreign students. It is important to provide opportunities of this kind to faculty and encourage them to participate. In this regard, we at Tuskegee University have a faculty exchange program with the University of Dakar in Senegal and a research agreement with the International Institute of Tropical Agriculture (IITA) in Nigeria.
- (d) We must not overlook the foreign student resources we have on our campuses. They can be instrumental in the internationalization process, both on the campus and in the community.
- (e) There are obstacles to the internationalization process. The most obvious ones we have to deal with include:
  - lack of an explicit institutional commitment expressed and encouraged by the administration
  - existing institutional policies, procedures, etc. that discourage international involvement. These are most evident and harmful in the areas of promotion and tenure.
  - lack of financial support. This will no doubt always be a problem. It is important to begin with what we have and systematically build on it. There are many positive things that can be accomplished if we apply ourselves and think and act creatively.

John Shields

- (a) California has initiated the internationalization of curricula process on a system-wide basis involving 19 campuses.
- (b) There is general support for the process and the approach. There are many ideas of what needs to be done, but the question of how to do it stymies the process.
- (c) Some experts contend that it is not possible to internationalize the curricula unless you "globalize" the campus. Focus must be on the global ecology, the global economy, the global political system(s). Many concerns about "balance" and perspective". For example, general or liberal arts education versus professional education, when are they complementary, to what extent, when do they become competitive?

- (d) Two general models have been identified for internationalizing the curriculum; (1) infusion, or adapting existing courses by including an international dimension and (2) additive, which involves the development of new internationally oriented courses. Generally need to do some of both. Must be seen as a continuing process.
- (e) Essential to the process is institutional commitment plus active administrative leadership that fosters broad-based faculty, support, and involvement.

#### Summary by Moderator

Internationalization of university curricula is underway. There are many good reasons for this and the process is to be supported as being beneficial to all students. The participants in this session shared many ideas and examples. We need to benefit from this experience by finding ways to share this information much more widely.

#### Key Discussion Point

It is important to involve the foreign students on our campuses in the internationalization process. They provide a most valuable resource. In addition, such involvement gives the student hands-on experience in organization and group management, holding meetings, participating on committees, curriculum development, etc. We must be alert to and take advantage of these types of opportunities of integrating practical training into the overall educational experience of foreign students.

## ALLOWANCE - FISCAL AND AID HANDBOOK 10 CONCERNS

Presenter: Dan Terrell, Associate Director, Field Support and Technical Assistance, AID/S&T/IT

Recorder: Paul Huntsberger, Coordinator, International Education Programs, New Mexico State University

- (1) Overview of Administrative Initiatives Relative to Fiscal Concerns Related to AID Training:
  - (a) 11% budget decrease coupled with goal of increasing number of trainees.
  - (b) Trend toward short-term and even 3rd country training to reduce cost.
  - (c) Raising level of consciousness of cost constraints among training community.
  - (d) Working to alter project design to foster earlier project implementation and concomitant better utilization of training budgets.
  - (e) Development of cost accounting mechanisms to foster more across the board comparative cost of training analysis--e.g., to make empirically based standards on cost.
- (2) Update on Handbook 10:
  - (a) New Handbook being written and available soon; emphasis on incorporating contract point of view in HB 10.
  - (b) Allowance rates are maximums allowed, but actual payments can be reduced according to actual costs.
- (3) Issue of Tax Liability on AID Trainees:
  - (a) Unclear--but being dealt with at many levels
  - (b) Need to let participants know that "Tax" is a prospect, but hold off on specifics until details are clarified.
- (4) Potential Concerns for Future:
  - (a) Need for coordinated communication between AID universities, rather than adhoc communication that may foster misperceptions and may be self-serving (1) to AID, (2) to aggressive contractors, or (3) to aggressive training institutions.





## HAC AND COUNSELING CONCERNS

Presenter: Dick Calhoun, Assistant Director, Resources and Support Division, AID/S&T/IT

Recorder: Bill Holt, Program Specialist, USDA/OICD/ITD

### I. UPDATE

#### A. Medical Exams prior to arrival in the U.S.

- ° New medical form being prepared by AID that is more comprehensive to assist in screening participants
- ° Pre-existing condition. If so determined, the mission has choice of not allowing the participant to go or to grant a waiver to the participant with understanding the family is responsible for the medical claim.
- ° Philosophical question of how much medical coverage do we provide. 2 options:
  - Provide full coverage, fix pre-existing conditions.
  - Test those items that impair the participant's ability to study. AID policy now to go somewhere in between options 1 and 2.

#### B. Dental Coverage

- ° Contract just issued to define dental coverage; what, when, who. Various criteria to be more objective in how coverage is to be applied.
- ° Coverage recently included since 1985.

#### C. Scope of Work

- ° Contract just issued to a health benefits consulting firm to write a new scope of work that will be used in outlining and evaluating the type of coverage when the current HAC contract comes up for renewal on December 31, 1987.

### II. PROBLEM AREAS

#### A. Delay in Payment

Reasons for delay

1. Trust Fund Administration has had a real personnel problem and are now in the process of rebuilding. The goal is to respond within 2 weeks of receipt, but currently up to claims of February 2, 1987 or 5 weeks behind.

2. Claim forms improperly filled out.
  - I.D. number missing, names garbled, not signed
  - improperly filled out claim form goes back to the medical provider, 3 warnings are given.
3. Tracking system on claims, a problem case not picked up until later, system needs improvement.
4. Checks prepared but not sent out, long process of establishing a federal letter of credit that bills are paid against.
5. Telephone number at HAC - put on hold, incorrect number, receptionist does not speak English.  
Suggest: Contact Mr. Dale Talbert; personally visit HAC office or attach a cover letter from the university with the claim to expedite things.
6. Credibility Problem - a participant being hounded for payment. Notify Mr. Dick Calhoun who can possibly respond to the medical provider in writing that payment will be made.

### III. COUNSELING CONCERNS

- A. Update
  - °Presently does not have an AID Counselor, Diane Leach in another position, it will take time to fill the position.
  - °Definition of AID Counselor - Change from Ann Kennedy style face to face to more over the phone problem solving and giving advice.
  - °Contact Dick Calhoun and Judy McCeaver at 235-1984, 1985 for specific problems

## MONITORING CONCERNS

Moderator: Joe Hoffman, Program Specialist, USDA/OICD/ITD

Panel Members: John Santas, Assistant Director, International Agriculture,  
University of Illinois

Betsy Carter, Field Support, AID/S&T/IT

Recorder: Kathleen Diehl, Training Technician, USDA/OICD/ITD

The problem set up: The participant has arrived and is placed in a university. What do we do to monitor their progress?

John Santas

Monitoring is the one thing that sets a participant apart from an ordinary foreign student. The participant is chosen to train in the United States as part of an existing project or to become part of a future project when he returns. He is being funded for a university program that has to flow from that project or into what he is returning to in his home country. The job at the university level is to keep the participant on track, to keep the program relevant and to be aware of problems--both academic and personal. There are also changes daily - changes in development focus - more research, for example, in country.

Monitoring is labor intensive - even "messy" as Santas' boss once stated. It takes a lot of work, patience, and time.

USAID also tends to treat the participant as a commodity. Santas recommended reading page 13 of the AUSUDIAP Manual for more of the "how-to" ideas. Basically, how-to is keeping in touch. Also think more about keeping participant in touch with what is going on at home.

Joe Hoffman

What level of quality do we want in our monitoring efforts. Hoffman passed out a questionnaire titled "Quality Levels for Monitoring Academic Program". Questions included such items as whether program specialist or ITD representative should visit campuses and how often; how often s/he should phone university staff or participant; and what type of proactive reaction ITD should take. The questionnaire also included a monitoring checklist.

Hoffman spoke briefly about the mandate to collect AETRs and stated that other than that ITD does not have a consistent policy on the monitoring process.

Betsy Carter

Spoke of the importance of having programmer responsible for monitoring and some of the disasters that happened when Missions dealt directly with universities. She said many Missions were not familiar with Handbook 10. She said AID does feel they are getting a better handle on who contractors are at this point.

She said not getting AETRs is one of the biggest problems in the field and further discussion during the question period disclosed more information about field reaction to late had AETRs.

Carter went into a few other problems such as the wrong VISA forms being turned in and the cost reduction for participants. There is a collection at present being done with cost per month for participants.

One of the questions posed involved the unreasonableness of Missions for the immediate return of AETRs. Also brought up was the need of accumulated G.P.H. on AETR to give the overall picture to the Mission.



## POST TRAINING PROFESSIONAL INTEGRATION

### Re-Entry Preparation

Moderator: Janet Poley, Acting Coordinator, Development Program Management Center, USDA/OICD/TAD

Panel Members: Kevin Schieffer, Director, Educational Programs Division, HARIRI Foundation

### Follow-Up Support and Alumni Networking

Panel Members: Dan Terrell, Associate Director, Field Support and Technical Assistance, AID/S&T/IT

Robert Laprad, Associate Professor of Agriculture and Natural Resources, Michigan State University

Richard Calhoun, Assistant Director, Resources and Support Division, AID/S&T/IT

Recorder: Barbara Burton, ISEC Coordinator, USDA/OICD/IRAD

Re-entry was described by Janet Poley as a continuous process that can be classified in two general areas; familial and cultural, and professional integration. Re-entry should be viewed as an individual process, and it will affect different individuals in different ways. Preparation should begin before the participant departs for the training experience, and can be expected to continue for at least one year or more after returning home. Although participants themselves are ultimately responsible for their own re-entry, universities can provide a very useful service by helping with tools and support for participants as they prepare for re-entry. Types of support might include recommending reading material, implementing sharing groups, helping participants to stay in touch with professionals at home so that they are still in the communication main stream, implementing annual seminars to get participants from the same country together on a regular basis, thus laying the foundation for professional networks when they return, and encouraging participants to "grease the tracks" with their ministries to facilitate their professional transition. The experience of professional integration is often viewed as more stressful than the cultural/familial re-entry process because theirs is a very high expectation of a significant pay-off resulting from their experiences in the U.S., which may take a long period of time of a year or more to become a reality.

Kevin Schieffer, HARIRI Foundation, began with a brief history of interest in re-entry preparation and professional integration. The concern surfaced in the early 1970's as a result of increasing concern among practitioners about orientation and adjustments needed as the participant embarks upon the training experience. Re-entry is viewed as the "orientation" or de-briefing at the other end of the training process. In a 1981 NAFSA study of participant needs conducted by Mitoko Lee, of the 10 top concerns identified by participants, 4 related specifically to their anticipated professional integration. These four needs are relevance of the training experience to future employment in-country, finding meaningful employment, a desire for practical training experiences to supplement the academic training, and a desire for current relevant materials in professional disciplines once they have returned. He also emphasized that professional integration should be viewed as an individual process that is distinct from the cultural/familial re-entry process, and should begin before departure for the training experience, and will continue long after the participant has returned home. He also gave several references related to the process of professional integration, which are as follows.

Behrens, Jackie. Looking Forward, Looking Backward: The Cultural Adaptation of Foreign Students. - Texas State University

Denny, Martha. Workbook on Professional Integration. NAFSA. Colorado State University. Professional Integration- a videotape developed by Robert Mashburn, USDA Graduate School. He also showed the first part of the videotape.

#### Follow-Up Support and Alumni Networking

Dan Terrell addressed concerns of follow-up support for returned participant trainees. He indicated that AID does not have plans to do much work in the area of follow-up. It is viewed as important, but funds are not available, and there is a feeling that participants will be more interested in contact with their degree granting institutions than with AID. At this time, AID is in the process of revising Handbook 10, and any follow-up ideas could be forwarded for possible inclusion. He also indicated that there is a need to consider follow-up needs at the design phase of a training program. A systematic program is needed to be sure that individuals do not fall through the cracks, and especially those individuals who were selected on their own merit, versus those who are programmed out of a project, and have that project to which to return. Some of the types of follow-up needs that he felt should be addressed include providing an initial de-briefing from the training experience, counseling on professional integration, providing continuing education, working with supervisors, training in English proficiency, providing subscriptions to newsletters and journals, and holding a returned participant ceremony. All of these are aimed at making the returned participant feel that they have an important role to play, and that there is support available to help them serve up to their potential. However, these type of efforts will probably have to be undertaken by the missions or universities.

Robert LaPrad discussed the initiation of an alumni network with Michigan State University's foreign alumni. He described the process of establishing an overseas alumni network as difficult due to the difficulty in locating the alumni, universities do not have organized alumni groups overseas, the alumni office emphasis tends to be in the area of fund raising within the U.S., and the linkages with foreign alumni are expensive, time consuming, and the university is not convinced of the value. However, these alumni can serve in very useful roles relative to the university. They can help recruit, advise overseas graduate students, help the university in overseas projects, serve as a contact for faculty visits to their country, etc. MSU researched and followed up on a large number of foreign alumni, and produced a directory with over 2000 known addresses. These alumni were asked about their needs, and many expressed a desire for increased communication with MSU, perhaps through a newsletter. In summary, he indicated that it is important to keep in touch and know what these alumni are doing, as they are the best indicators of U.S. successes in providing education and training for foreign students.

Richard Calhoun discussed alumni networking from AID's perspective. It appears that AID will not be involved in supporting any major efforts to maintain alumni networks but it is viewed as important and worthwhile doing. AID also feels that the university is the appropriate entity to undertake such an effort since former students are more likely to be interested in contacts with their own institutions rather than with AID. He did give a number of specific examples of alumni that have received training at U.S. institutions, and have returned to extremely high positions within their home countries. Many of these students are hired into entry level positions that are significantly more advanced than those obtained by comparably trained U.S. citizens, and are expected to fulfill roles which may be beyond what the foreign students were prepared for in their training experience.

## Summary

1. Re-entry preparation and professional integration is a continual process that should begin before participants leave home and is not complete until at least one year after returning home.
2. Universities can help with this process by providing support and tools to help the student prepare for this process.
3. Re-entry and professional integration is an individual process which has been shown in a needs assessment as an area of great concern for foreign students.
4. Professional re-entry and integration should be viewed as a process distinct from the process of cultural and/or familial re-entry, and professional integration may be the more difficult of the two.
5. Maintaining contact with foreign alumni is a difficult, time-consuming and costly process, but it is felt to be very worthwhile both for the alumni and for the institution, and AID is unlikely to be involved in supporting any major alumni network efforts.





## EVALUATION SUMMARY



International Science and Education Council  
1987 National Training Conference

Evaluation Summary

Of the 166 participants attending the 1987 conference, 43 completed and returned evaluation forms. Over half, (57%) of the respondents had attended previous ISEC Training Conferences. The majority were University staff, seventy-four percent (74%) indicated they were International Office Staff members for the Universities with the remaining respondents representing Faculty Advisors (9%), and Programming Agencies (7%).

In general, participants were satisfied with the conference and found the sessions to be useful.

The objective for this year's conference was to examine the expectations of AID and other sponsors, USDA and other programming agencies, universities and other training institutions, and participants as they relate to the realities of international education and training. Participants felt that this objective was successfully met; the average rating on the accomplishment of this objective was 3.4 on a 5.0 scale (1= Not accomplished at all, 5= completely accomplished).

Participants were also asked to rate the extent to which the four goals of the conference were met. The ratings are listed below:

Table I: Extent to Which Goals Were Accomplished		
Goals	Average Rating	
To increase awareness	4.0	N=41
To address issues	3.4	N=44
To give examples of quality	3.5	N=42
To provide motivation to strive for excellence	3.4	N=41

During the conference participants had the opportunity to attend various sessions related to topics of interest to them. The average rating for all of the sessions was 4.0, showing that all sessions were seen as very useful. The range for the ratings was 4.0 to 3.2. Table II lists the sessions according to descending order of the average rating for usefulness.

Table II: Average Ratings for Individual Sessions		
Sessions	Average Rating	
Post Training Professional Integration: Re-Entry preparation, Follow-up support and Alumni networking	4.0	N=40
Selection Concerns	4.0	N=5
Trends and Updates by USDA/OICD, AID/S&T/IT, FAO and Universities	3.9	N=41
Building International Perspective into University Curricula	3.9	N=38
Allowance-Fiscal and Handbook 10	3.9	N=17
HAC and Counseling	3.8	N=5
Program Design Concerns	3.8	N=11
Closure -Action Plans for Conference Follow-up	3.6	N=21
Critical Components in Arrival Orientation	3.6	N=39
Monitoring Concerns	3.5	N=13
Art and Science of Advising Foreign Students	3.4	N=39

The ISEC Training committee is interested in providing follow-up support on issues raised during the Training Conference. This year's evaluation form included a question asking participants to identify the three critical issues which they would like the Committee to follow-up on during the next year. As can be expected, with 43 respondents, there was little agreement on the critical issues. The issues listed more than once are as follows:

- \* Providing information and guidelines on new tax laws and the implications and requirements for participant training (9)
- \* Reviewing and improving HAC situation (8)
- \* Development of improved system/method for follow-up with alumni (7)
- \* Issues pertaining to the Handbook 10 and guidelines (6)



- \* Improved communication/relationships with AID/missions (4)
- \* Assistance for new institutions entering the training of foreign nationals (2)
- \* Developing materials for faculty advisors (2)

More detailed information on critical issues can be found in attached comments.

In order to prepare for future ISEC Conferences, participants were asked to identify relevant topics they would like to see included. Again, the open ended nature of this question makes it difficult to identify one agreed upon topic. While there was no consensus, certain comments can be grouped together as follows:

- \* Provide cross cultural information and sessions
- \* Provide a structural/hierarchical overview of USDA & AID for new comers
- \* Looking at the private sector and how it fits into training foreign nationals
- \* Provide for more small group discussions and exchange of experiences
- \* Community involvement in participant training

The following is a sampling of the general comments made by participants, a complete listing of the comments can be found in attached comments.

"Distribute all papers as at least outlines/abstracts. Sometimes less overlapping statements would leave more time for useful discussion."

"This is my first ISEC conference, and I must say how impressed I am by the organization of the affair. All the organizers and participants have been very friendly, helpful and encouraging. I have learned a great deal from the sessions, but especially from the exchange of information between conference participants. Wonderful job!"

"Speakers should be sensitive to first - and second-time attendees when saturating their presentations with a series of acronyms. Provide synopses for sessions attendees could not attend during concurrent sessions. Stress that speakers be more time-conscious in their presentations."

"Would like a structured activity which will identify and/or introduce conference participants. There are several cross-cultural "games" used by agencies such as Peace Corps. Since we're in the business, I don't think the meaning of such activities would be wasted and at the same time would work to 'break the Ice' and get people communicating."

"I find these ISEC conferences dealing with the same topics year after year and at the same low level - i.e. we continue to try and develop awareness, but we never try to solve the problems. There may be a need to develop the program on 2 levels. First, develop an agenda for the new people - I found my first ISEC conference to be very useful. Second, develop an agenda for the veterans who want to address the problems. This will require inviting university people, USDA and AID Washington, and a few AID mission and FAO field staff. This sounds impossible, but it is the only way to begin dealing with problems. A final comment - the university community has developed on-campus programs to provide valuable services for the foreign students. Basically, USDA is the only programming agency that is making good use of this network and, as a result, providing the sponsored student every opportunity to complete successfully his or her training program. Private consulting outfits are completely bypassing the system, all in the interest of profits rather than the interest of the participant. This is a hot topic that no one wants to deal with. It appeared to me that the conference was designed to limit interaction and to avoid dealing with problems."

#### Conclusions:

Based on the comments and ratings of the participants, the ISEC Training Committee should consider the following suggestions for future conferences.

- 1) Identify a hotel which provides an atmosphere conducive to small discussions, and has good acoustics.
- 2) Ensure that presentors have adequate preparation time and that they provide an outline of their presentation for participants.
- 3) Invite field staff where possible.
- 4) Provide some broad policy sessions, which cover USDA and AID priorities and procedures.
- 5) Ensure that presentors follow a tighter time frame and allow for more discussion and questions.
- 6) Structure more interaction among participants, an ice breaker, forced changes in small groups, etc., to encourage more exchange of experiences.
- 7) Explore the possibility of offering a day or several sessions for first time attendees during which structure and overview information is covered. Then follow up with full conference.
- 8) Review the topics of concern to participants as well as the critical issues requiring follow-up by the Training Committee.

## COMPLETE COMMENTS FROM PARTICIPANT





Question #4: Three critical issues

Code

- 01      a. Tax information.  
         b. Why aren't a group of foreign students ever invited for input?  
         c. What is being done in the area of third-country training - insurance coverage, institution selection, periodic update of Appendix E Handbook 10. USAID made reference to fact that it seems to be a trend. If so, who is doing it, what were advantages, problems, etc?
- 02      no comments
- 03      a. Need more specifics.  
         b. Less generalities.
- 04      no comments
- 05      a. Allowance - Fiscal and Handbook 10  
         b. Building an International Perspective  
         c. Follow-up support and alumni networking
- 06      a. Use of computer in data maintenance, etc., especially for tracking participants. AID can be helped, also universities.
- 07      a. Follow up with AID/OT to have input on their development of general guidelines (Sec. Shapiro talk - \$7000 cap on ag. tuition and dorms refund).  
         b. Try to get AID to do something about HAC.  
         c. Develop a manual for faculty advisors of sponsored students. I think there is a real need for this.  
         d. Develop manual along lines of Laprod presentation of university. Follow-up with alumni.
- 08      no comments
- 09      a. Health care and health insurance.  
         b. Funding for community involvement put in project design.  
         c. PhD research - in US or abroad?  
         d. Taxation of PT's - make it clear! (even if it's muddy)
- 10      a. HAC problems.  
         b. New tax laws.
- 11      a. HAC.
- 12      no comments
- 13      a. Tax laws.
- 14      a. Impact of new tax law on foreign participants. Who is going to be responsible for making sure forms are filed - AID - university?  
         b. Need for more communication between parties involved - AID and universities.

CODE

- 15
  - a. International faculty - "how to."
  - b. Update the OICD university address list.
  - c. Help see that AID gets Handbook 10 out soon!
- 16
  - a. Pressure AID to improve the HAC program.
  - b. Counsel and advise AID on how to be realistic in their cost-cutting measures.
- 17
  - a. Developing a better follow-up tool.
  - b. Grants for follow-up implementation.
  - c. Educate more private and 1860 universities concerning the expertise scholarships and potentials for research and educational opportunities at what have become known by name as Historically Black Colleges and Universities.
- 18
  - a. Alumni address system and follow up.
- 19
  - no comments
- 20
  - a. Post-training professional integration, etc.
  - b. Internationalizing the curricula
  - c. Monitoring concerns.
- 21
  - no comments
- 22
  - a. Development of specific programs for the specific constituent groups.
  - b. Development of materials for new institutions entering the training of foreign nationals.
- 23
  - a. AID - university working relationships.
- 24
  - a. Some repetition from year to year would be OK. There are so many people who are new.
  - b. Help schools who want AID/USDA/FAO students placed with them.
- 25
  - a. Wholistic understanding by all members of structure.
  - b. Faculty training for advising students from other nations.
  - c. Professional integration.
- 26
  - a. Working with S&T/IT to encourage more mission personnel (regional field reps., at least) to attend ISEC meeting.
  - b. Improving communication channels (especially with regard to including appropriate representation of agencies, institutions in the decision-making process for policy).
  - c. Proposal cost analysis.
- 27
  - a. Providing a clearinghouse of individuals who can resource programming ideas/projects.
  - b. Look at using Peace Corps or an ad hoc committee to do in-country orientation and screening of participants.
- 28
  - no comments

CODE

- 29
  - a. Networking of faculty advisors at universities.
  - b. Multidiscipline approach to working with participants.
- 30
  - a. Placement concerns and communication with in-country staff and trainee.
  - b. Availability of background and data on trainees.
- 31
  - a. Internationalizing the curriculum (especially in management/public administration).
- 32
  - a. Handbook 10 regulations/tax laws.
  - b. Professional integration.
  - c. Program design.
- 33
  - a. Cross-cultural training for university, agency and sponsors.
  - b. Improving relationships with missions.
- 34
  - a. Get in-country student superiors to communicate with the students about jobs, what they will be doing upon return. Many of our students don't know what they will be doing when they return. Some are supposed to return home to do their research but don't know what on - they waste potentially valuable library time.
- 35
  - a. Taxes for participants.
  - b. Handbbook 10 - Get it out! and send new Training Notices to the people who listed their names.
  - c. Universities' contracts vs. private contracting companies.
- 36
  - a. Improving quality and quantity of information about participant and training objectives submitted to university before arrival.
  - b. HAC
  - c. Listing of specializations for STT, not necessarily in USDA format.
- 37
  - no comments
- 38
  - a. Future/funding
  - b. Alternative delivery systems/techniques.
- 39
  - a. Taxes for participants
  - b. Improvement of health services.
- 40
  - a. Participant follow-up.
- 41
  - a. New tax structure - guidelines needed.
  - b. Health insurance - perhaps seek other contractor than HAC.
- 42
  - a. Mid-winter community seminars: increase rate info needed early by participants (and university advisors) - travel tickets needed earlier (too many calls by students and for students at late date when travel schedule not received - tickets more expensive when bought late - and added cost when mailed by express mail).

CODE

- 43
- a. Integrating AID programmatic needs with academic requirements of university.
  - b. University contacts with foreign alumni.
  - c. More emphasis on "education" of foreign students at graduate level - training is for lower-level personnel.



Question #5: Topics for next ISEC

CODE

- |    |   |
|----|---|
| 01 | no comments   |
| 02 | no comments   |
| 03 | More in-depth treatment of problem areas and their resolution. Integrate processes/actions of sponsors, participants, program offices, faculty advisors.  |
| 04 | Computer programs for project/participant management - Schulze.   |
| 05 | Placement of trainees.  |
| 06 | Update on curriculum development. Maybe a paper survey could be done before and reported here - ideas on courses, etc.  |
| 07 | Address more thoroughly how to make US curricula appropriate for foreign students - ie. not just relevance with graduate research but also dropping/modifying general education requirements for foreign undergrads.  |
| 08 | no comments   |
| 09 | Foreign students as resources. Working in Sub-Saharan Africa - cross-cultural problems and implications. Orientation of faculty for overseas assignments. Working with AID subcontractors: Background information. Communication and cooperation - AID, contractors, universities.                              |
| 10 | Perhaps small group sessions - discussion groups for similar "types," eg. advisors, administrators, so that there is more exchange of experiences and solutions to problems. We heard many times that there was an abundance of "experience" in the room, but we did not have the opportunity to hear about it. |
| 11 | no comments   |
| 12 | no comments   |
| 13 | Professional, step-by-step training workshops for project support staff.  |
| 14 | Relationships between universities and private consultants. Feedback from participants on efficiency of training offices at land grant institutions.  |
| 15 | Too early to know.  |
| 16 | No topics to suggest, but: 1. Keep in mind this is a conference - not a workshop - and should deal with broad, general issues/topics. 2. The opening session on trends and updates should be expanded.  |

## CODE

- 17 Techniques for attracting quality international students to study in US.
- 18 More depth/elaboration on overall policy/long-range direction of major sponsors such as FAO, AID, etc.
- 19 no comments
- 20 See question #4.
- 21 1. The role that "short courses" play in rounding out a participant's training program. 2. Identifying specific areas of need which can best be addressed by short courses. 3. Focus on "How to..." Actual brainstorming groups relative to trying to come up with some answers. I think small working groups are very much needed during a meeting like this to maximize information-sharing!
- 22 1. Specific information on what programs AID and FAO have as high priority. 2. More specific information and less general information. 3. In light of 2 above, you might consider devoting your concurrent sessions time to provide general information for first-timers and advanced information for repeat participants.
- 23 The role of private consulting firms in providing quality training programs. Greater awareness and sensitivity - that the universities are providing the training!
- 24 Foreign student advisors and international ag. people should come together. View from participants.
- 25 I'd like to see a "structural chart" type program for new-comers showing the relationships and reporting structures of all these interdependent agencies and universities.
- 26 Debate on management fees. Comparison of models for handling sponsored students (universities). The private sector - Where does it fit into the development picture (particularly with training)?
- 27 Community groups as a support service for training programs at US universities. (How these groups can enrich and extend the program.) How are we doing with foreign language and meeting needs (equipping) students going to Third World?
- 28 no comments
- 29 Integration of Agri - Health - Ed in developing countries. Building baseline systems for evaluation.
- 30 See question #4.
- 31 Separate session for faculty advisors related to planning a degree program that relates to PIO/P objectives. Sharing ideas, etc.

CODE

- 32 More cross-cultural issues addressed vs. "components" and success stories.
- 33 See #4a. Diplomatic protocol.
- 34 ?
- 35 Introduce program specialists to the conference. Ask conferees to acknowledge where they are from. More chance to participate in small groups.
- 36 Orientation for new hands - definitions, organizational structures and interactions. Brainstorming sessions, perhaps in small groups.
- 37 no comments
- 38 See #4 above.
- 39 Community involvement and orientation (Cal State-Chico has a program). Crisis counseling. A session on USDA/AID hierarchy for newcomers.
- 40 no comments
- 41 Address again "follow-up support" and "alumni networking." We all need to do more with this.
- 42 no comments
- 43 See #4 above.

Question #6: General comments

CODE

- 01 no comments
- 02 It was really too bad we didn't get to see all of the film introduced by Mr. Schieffer - a really good tool for re-entry. Remainder of program was anticlimactic! All panelists should have stood when speaking: They lost the audience because it was difficult to hear.
- 03 Distribute all papers as at least outlines/abstracts. Sometimes less overlapping statements would leave more time for useful discussion.
- 04 This is my first ISEC conference, and I must say how impressed I am by the organization of the affair. All the organizers and participants have been very friendly, helpful and encouraging. I have learned a great deal from the sessions, but especially from the exchange of information between conference participants. Wonderful job!
- 05 no comments
- 06 Good conference for the first one. Keep it up.
- 07 The AID presentations were the least useful. Perhaps next time it might be interesting to have participation of AID mission personnel rather than office.
- 08 1. The 3-way point of view provided in concurrent sessions, ie. university vs. Wash. AID vs. overseas mission office, was very helpful towards promoting understanding and working together. 2. Encourage more use of visuals in presentations, such as Roger Steele's, Mary Roja's and Schieffer's presentations. 3. Appreciated focus on the participants themselves and think that this should be even more emphasized throughout conference. Thank you for a conference well done!
- 09 Good effort. Involve more (ie, different) universities on panels - different perspectives needed. Have speakers stand when speaking. Encourage speakers not to read papers. Good interaction of OICD staff with conference participants. Unevenness of speakers - some gave no specific suggestions, just stated obvious; others had concrete ideas. Personal contacts made were very valuable.
- 10 This was an excellent conference. As first time attendee, I heard more than I could digest, but it is stored for future use. Looking forward to the next!
- 11 Would like more specific operational-type seminars; also believe there should be some "forced" interaction. I noticed many people stuck with the people from their own institutions at the same table at each session.
- 12 no comments



## CODE

- 13 no comments
- 14 Some of the sessions were a little long-winded, ie. the presentation on orientation provided by California-Fresno was interesting but there wasn't a real evaluation of effectiveness of orientation. A set of concurrent sessions during afternoon may have helped to break up the monotony of sitting in 1 room for 3-4 hours.
- 15 Would like a structured activity which will identify and/or introduce conference participants. There are several cross-cultural "games" used by agencies such as Peace Corps. Since we're in the business, I don't think the meaning of such activities would be wasted and at the same time would work to "break the ice" and get people communicating.
- 16 This was much better than the 1985 conference. Previous ones have been too much USDA-dominated and a time for them (USDA) to tell the university community how to carry out their agenda and do their work. P.S. - Why was the ISEC Coordinator (Burton) almost invisible during the conference??
- 17 Speakers should be sensitive to first- and second-time attendees when saturating their presentations with a series of acronyms. Provide synopses for sessions attendees could not attend during concurrent sessions. Stress that speakers be more time-conscious in their presentations.
- 18 Conference well-designed, but some of the presentations didn't provoke thought as hoped - some cases too much lecture.
- 19 no comments
- 20 no comments
- 21 During the plenary presentations, it might be better to stop for short questions after each presentation (and cut the presentation time). Waiting till the end of all presentations before opening the floor for questions limits audience participation. Might be interesting to hear from more students.
- 22 Consider asking all speakers to utilize appropriate audio-visuals. Two days of just spoken lectures wears the audience down.
- 23 I find these ISEC conferences dealing with the same topics year after year and at the same low level - ie. we continue to try and develop awareness, but we never try to solve the problems. There may be a need to develop the program on 2 levels. First, develop an agenda for the new people - I found my first ISEC conference to be very useful. Second, develop an agenda for the veterans who want to address the problems. This will require inviting university people, USDA and AID Washington, and a few AID mission and FAO field staff. This sounds impossible, but it is the only way to begin dealing with problems. A final comment - the university community has developed on-campus programs to provide valuable services for the foreign students.

CODE

Basically, USDA is the only programming agency that is making good use of this network and, as a result, providing the sponsored student every opportunity to complete successfully his or her training program. Private consulting outfits are completely bypassing the system, all in the interest of profits rather than the interest of the participant. This is a hot topic that no one wants to deal with. It appeared to me that the conference was designed to limit interaction and to avoid dealing with problems.

24 no comments

25 I learned a great deal by attending and had my eyes opened to many aspects of AID and government operations I had not understood. I hope to learn as much or more next time.

26 1. While the format was "conference" style, I don't believe attendees were best served by having long presentations prepared for the whole group - too many varying audiences and the size of the group discouraged group interaction/questions/debates. Choice of sessions with a well-structured presentation is optimum. 2. I question the every-2-year approach vs. having a meeting every year (I realize budget may prohibit this). But this would improve continuity of issues being addressed rather than a re-hash of overall issues that remain the same. With 2-year interims, over 50% of audience will always be new, and veterans will lose interest. 3. Please try to arrange speakers that talk about vital issues that will teach us something. I don't think we need to hear that what we are doing is wonderful. Overall, I benefitted from the conference. Thanks for the hard work!

27 no comments

28 Too many of the individuals who made presentations had not prepared; some even made apologies for their lack of preparation.

29 Helpful conference.

30 no comments

31 no comments

32 One speaker praised sensitivity/US cultural training during orientation for international participants. I had problems with his comment that we should inculcate US values and that a concern of ours should be in eradicating participants' body odors. I feel he needs some sensitivity training himself.

The Deputy-Secretary of Agriculture prefaced his talk on Monday by stating he knew little of international agriculture and would then be forced to read his speech. That was fine. Why then did the ISEC present him a plaque acknowledging his role in international agriculture? Very comical.

I felt many speakers were interesting and well-prepared, but more time should be allowed for Q/A.

## CODE

- 33 This is an excellent networking and informational conference. Small group sessions were good. Did not have time for a lot of questions. Good inter-agency participation (OICD, OIT, etc.).
- 34 Good conference. Would like to see more higher-level university people attend.
- 35 I think you should investigate better hotel accommodations. This one has gone down hill!
- 36 Please rotate and repeat concurrent sessions so more than one can be attended. Surprised at lack of questions and spontaneous interchange at panel discussions. Size/layout/lighting of room at fault? Format?
- 37 Some of the speakers were very monotone and hard to hear. The hotel could be upgraded.
- 38 In general, I was pleased with the conference. For the first time I found it to be useful. When Peter Myers was unable to speak at the luncheon it may have been a blessing in disguise - our table had interesting discussion as well as making good contacts. It was also nice to have a 2-hour lunch in a relaxed environment.  
Closure - final session - I truly don't believe this session accomplished what was intended. Val and Jim did a good job - but since there is to be conference proceedings sent, part of the purpose of their session was moot!  
Overall the conference was very useful to me!
- 39 First-time attendance at ISEC - very, very interesting and informative.
- 40 no comments
- 41 Again, time conflict of sessions - allowances, HAC, monitoring: Solution?? Would like to have attended all 3.
- 42 no comments
- 43 no comments





## PROGRAM



# STRIVING FOR EXCELLENCE: STRATEGIES FOR INTERNATIONAL EDUCATION AND TRAINING

## ISEC NATIONAL TRAINING CONFERENCE

March 8-11, 1987

The goals of this conference are to increase awareness, address issues, give examples of quality, and provide motivation to strive for excellence. The objectives are to examine the expectations of AID and other sponsors, USDA and other programming agencies, universities and other training institutions, and participants as they relate to the realities of international education and training.

### SCHEDULE OF EVENTS

Date and Time	Event
SUNDAY March 8, 1987	
6:00 - 9:00 p.m.	Registration: Hotel Lobby
7:00 p.m.	Welcome:
Cafe	Val Mezainis, USDA Co-Chair, ISEC Training Committee
	Jim Jorns, University Co-Chair, ISEC Training Committee
7:00 - 9:00 p.m. Club Room and the Cafe	Reception: Displays by:
	AASCU - American Association of State Colleges and Universities
	AID/S&T/IT - International Training, Science & Technology Bureau
	AID/Women in Development
	CICHE - Consortium for International Cooperation in Higher Education
	ISEC - International Science and Education Council
	NAFEO - National Association for Equal Opportunity in Higher Education
	NAFSA - National Association of Foreign Student Affairs
	NASULGC - National Association of State Universities and Land Grant Colleges
	NCIV - National Council for International Visitors

Displays cont'd

SSRC - Social Sciences Research Council  
USDA/OICD - Office of International  
Cooperation and Development  
WIC - Washington International Center

MONDAY March 9, 1987

8:00 am - 4:00 pm  
Room: Promenade  
(ballroom lobby)

Registration

8:00 am  
Room: Promenade

Refreshments to get you started

8:15 am

Official opening and welcome:

Room: Rosslyn A

Joan Wallace, USDA Co-chair, ISEC  
Rouse Caffey, University Co-chair, ISEC  
Dennis Brennan, Deputy Assistant  
Administrator, AID/S&T

9:00 am

Trends and Updates:

Room: Rosslyn A

Val Mezainis, Director, International  
Training Division, USDA/OICD  
Dona Wolf, Director, AID/S&T/IT  
Irene Field, Senior Fellowships Officer,  
FAO, Rome  
Ken Shapiro, Director, International  
Agricultural Programs, University of  
Wisconsin-Madison

Recorder: Gary Laidig, USDA/OICD/ITD

10:15 am  
Promenade

Break

10:45 am

Pre-arrival Concerns: Three concurrent  
sessions.

Room: Shenandoah A

Selection Concerns:

Moderator: Jim Haldeman,  
Cornell University

Dick Edwards, USDA/OICD  
Dan Terrell, AID/S&T/IT

Recorder: Kathleen Diehl, USDA/OICD/ITD



Room: Shenandoah C

Placement Concerns:

Moderator: Jane Tolbert, USDA/OICD/ITD

Vi Cook, Texas A&M University  
John Moland, Southern University  
Hattie Jarman, AID/S&T/IT

Recorder: Troy Wakefield,  
Tennessee State University

Room: Dogwood

Program Design Concerns:

Moderator: Phil Harlan, USDA/OICD/ITD

Wilmer Harper, New Mexico State  
University  
Norman Rifkin, AID/AFR/TR/EHR

Recorder: Peg Hively, USDA/OICD/ITD

12:00 noon

Lunch on your own. (The buffet at the hotel's  
"Vantage Point" restaurant on the 17th floor  
is recommended.)

1:00 pm

Peter C. Myers, Deputy Secretary, USDA

1:30 pm  
Room: Rosslyn A

Critical Components in Arrival Orientation:

Moderator: Jim Gulley, USDA/OICD/ITD

Sara Shafer, Washington International  
Center  
Dick Calhoun, AID/S&T/IT  
Carol Munshower, California State  
University, Fresno

Recorder: John Shields, California State  
University, Fresno

3:00 pm  
Room: Promenade

Break

3:30 pm  
Room: Rosslyn A

Art and Science of Advising Foreign Students:

Moderator : Don Dwyer, Consortium for  
International Development (CID)

Bernard LaBerge, Virginia Polytechnic  
Institute and State University  
Roger Steele, Michigan State University  
Glen Sampson, U.S. Wheat Associates  
Robert Lee, Pennsylvania State University  
Shaaban Kotb, University of Maryland

Recorder: Frank Fender, USDA Co-Director,  
ISEC

6:00 pm  
Room: Promenade

Social hour with cash bar

7:00 pm  
Room: Rosslyn A

Conference banquet:

John H. Costello, Executive Vice  
President, Citizens Network for  
Foreign Affairs

TUESDAY March 10, 1987

8:00 am to Noon  
Room: Promenade

Registration

8:15 am  
Room: Promenade

Refreshments

8:30 am  
Room: Rosslyn A

Building an International Perspective into  
University Curricula:

Moderator: Duane Everett BIFAD

Duane Acker, Director for Food and  
Agriculture, AID/S&T

Respondents:

John Shields, California State  
University, Fresno  
Eugene Adams, Tuskegee University  
Mary Rojas, Virginia Polytechnic  
Institute and State University

Recorder: Frank Fender, USDA Co-Director,  
ISEC

10:00 am  
Room: Promenade

Break

10:30 am

Special Concerns: Three concurrent sessions:

Room: Shenandoah A

Allowance-Fiscal and AID Handbook 10 Concerns:

Dan Terrell, AID/S&T/IT

Recorder: Paul Huntsberger,  
New Mexico State University

Room: Dogwood

HAC and Counseling Concerns:

Richard Calhoun, AID/S&T/IT

Recorder: Bill Holt, USDA/OICD/ITD

Room: Shenandoah C

Monitoring Concerns:

Moderator: Joe Hoffman, USDA/OICD/ITD

Betsy Carter, AID/S&T/IT  
John Santas, University of Illinois

Recorder: Kathleen Diehl, USDA/OICD/ITD

12:00 noon  
Room: Rosslyn A

Conference luncheon

2:00 pm

Post Training Professional Integration:

Room: Rosslyn A

Re-entry Preparation:

Moderator: Janet Poley, USDA/OICD/TAD

Kevin Schieffer, HARIRI Foundation

Follow-up Support and Alumni Networking:

Dan Terrell, AID/S&T/IT  
Robert Laprad, Michigan State University  
Richard Calhoun, AID/S&T/IT

Recorder: Barbara Burton, ISEC Coordinator

3:30 pm  
Room: Promenade

Break

4:00 pm

Closure: Action plans for Conference  
Follow-up:

Val Mezainis, USDA Co-Chair,  
ISEC Training Committee  
Jim Jorns, University Co-Chair,  
ISEC Training Committee

6:00 pm

Dinner: ISEC Conference Planning Committee  
will make reservations for you at selected  
international restaurants.  
Please sign up in the registration area by  
1:30 pm Tuesday, March 10. A conference  
committee member will act as guide.  
Excellent food, company and conversation will  
predominate at this no host function.

9:30 pm

Dancing - all dedicated party goers will meet  
at the DEJA VU, 2119 M Street, N.W.

WEDNESDAY March 11, 1986

9:00 - 11:00 am

Up close and personal tours:

Washington International Center (WIC)  
Hattie Jarman, Credit Analysis Worksheets,  
AID/S&T/IT

American Language Institute, Georgetown  
University (ALIGU), English Language  
Training for Aid Sponsored Students

Tours end by 11:00

Sign up for tours at conference registration  
desk

Tours leave from the hotel

9:30 am

USDA/OICD/ITD "Open House" at 2121 K Street,  
N.W. for those who don't go on the tours.

11:00 am

USDA Reception at 2121 K Street, N.W.  
ITD to host this in the ITD area on the  
second floor.

Registration fees: \$75 for full conference, \$20.00 for Monday night banquet,  
\$15.00 for Tuesday noon banquet, and \$10.00 for the Sunday reception;  
\$15 for one day attendance with no meals, and \$25 for two day attendance  
with no meals.



INTERNATIONAL SCIENCE AND EDUCATION COUNCIL

Co-chairs:

Dr. H. Rouse Caffey, Chancellor, Louisiana State Agricultural Center  
Dr. Joan S. Wallace, Administrator, USDA/OICD

Co-directors:

Dr. James W. Cowan, Director, International Programs and Studies Office,  
NASULGC  
Dr. Frank A. Fender, Special Assistant, USDA/OICD/IRAD

Coordinator:

Ms. Barbara E. Burton; USDA/OICD/IRAD

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Dr. John R. Shields, Professor, Department of Agricultural Economics,  
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Ms. Barbara Spindel, Training Technician, USDA/OICD/ITD  
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Mr. Mike Egan, Project Manager/USDA, AID/S&T/IT

Thanks to all the staff of the International Training Division, OICD/USDA, for  
their help in preparing for this conference.

## ROSTER





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APPENDIX  
CONFERENCE PAPERS



Although written papers were not requested of the presenters and panel members for the Conference, some chose to provide a copy of their remarks. These are included in this Appendix for your information.

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REMARKS OF PETER C. MYERS  
DEPUTY SECRETARY  
UNITED STATES DEPARTMENT OF AGRICULTURE  
1987 ISEC NATIONAL TRAINING CONFERENCE  
ARLINGTON, VIRGINIA

MARCH 10, 1987

It is a pleasure for me to be here today. The United States Department of Agriculture recognizes the important function that the International Science and Education Council (ISEC) plays in coordinating our work and cooperation with the university community. It was just last year, that USDA reiterated its commitment to ISEC with a five-year renewal of its charter. And this renewed charter expanded and strengthened USDA's cooperative relationship with universities by adding the American Association of State Colleges and Universities (AASCU) as a full partner to the existing agreement with the National Association of State Universities and Land-Grant Colleges (NASULGC).

We at the Department value very highly the partnership we have had with the Land Grant colleges, the Historically Black Colleges and Universities, state universities and our agricultural educational institutions. That partnership in extension and research has helped make the American farmer the most productive in the world. And, in addition, thanks to your efforts in international training, this same American expertise and know-how is helping the developing world meet its growing needs.

The international training that USDA designs and manages for the Agency for International Development, the Food and Agriculture Organization of the United Nations (FAO), the World Bank and others is part of a long-term commitment the United States has made to help overcome world hunger and malnutrition. There has been great progress in the battle against hunger and, historically, the United States has taken the lead in those efforts. We can be proud of the decades of food aid, technical assistance, and training we have offered to people in developing countries.

Since 1954, when the "Food for Peace" program was created under President Eisenhower, this country has made food valued at more than \$38 billion available to the poor nations of the world. In addition, the United States is by far the leading contributor of grains and other foodstuffs to the World Food Program by providing an average of \$250 million, including the funds needed to transport these commodities, during the last three years.

But food contributions alone cannot solve the problems of world hunger. By the year 2000, the world's population will climb to 6.2 billion from its present total of 5 billion. Each day there are 300,000 more people to feed than the day before. So the key element in achieving world food security is building

food production, storage, and marketing capabilities in the poor developing countries where food shortages are critical. That's where you come in and make a valuable contribution. By sharing American agricultural expertise you not only help the developing nations meet their basic food needs, but you enable them to expand economically and become increasingly active members of the world trade community. Each of you individually is part of a far-reaching program.

Since the early 1950's, USDA has worked with the Agency for International Development, FAO, and other organizations to provide training to more than 77,000 foreign agriculturists. Most of these individuals continue to work in their home countries to increase food production and to improve the quality of life.

Last fiscal year alone, our Office of International Cooperation and Development (OICD) administered training programs for over 2300 participants from over 100 countries. Sixty-three percent of this training was sponsored by AID and twenty-one percent by FAO. Altogether, 860 foreign students were enrolled in academic programs at 80 U.S. universities, with over 1500 additional students taking part in non-academic training at a variety of institutions. USDA also managed some 40 technical short courses in collaboration with American universities and the private sector. Over the past five years, the number of foreign participants coordinated for training by OICD has increased by twenty-six percent.

In addition, students from middle-income countries are now coming to us. They come to us under the Middle-Income Country training program, a Congressional initiative sponsored by Senator Thad Cochran of Mississippi. Over 220 agriculturalists from nine countries were trained with representation from the government, private and the university sectors during fiscal 1986. This program builds on the increasing purchasing power of the middle income countries, such as Algeria and Venezuela to purchase United States origin bulk grains and processed foods. However, not all development problems in these countries, such as marketing and storage have been solved. Our training helps bridge the gap in solving these problems and at the same time builds better linkages to improve and open new trade relationships.

There has also been an increasing demand for in-country training during fiscal 1986. Overseas training courses are more cost effective per trainee and it also permits greater access to a larger number of participants as travel and relocation costs are eliminated. A total of 334 participants were trained in eight countries and several short workshops were also presented to augment the training courses.

Needless to say, the education of these students not only profits the developing countries, it also gives a significant financial boost to the U.S. institutions providing the training. Most foreign agricultural students are in graduate programs. On the average, each graduate student represents an



expenditure of \$20,000 per year--money which benefits the institutions where they are studying and the economy of surrounding communities.

In order to best understand the global community, one must experience and be exposed to numerous values and people. Education and training are basic to this expanded vision as a means to initiate positive change.

But we should not only define education or training as that which takes place in the classroom, a clinic or a farmer's field when new technologies pass from our hands to theirs. Education and training is gained by exposure to a whole spectrum of both technological and social experiences. It is, after all, people who shape societies and energize a nation's future.

As Third World agricultural technicians and experts are not merely trainees in the conventional sense but agricultural leaders and trainers of trainers in their own countries, USDA/OICD has expanded our training activities to include a cultural component.

The university, including the faculty and students benefit from foreign participation. Not only do foreign students come to the U.S. to study but hundreds of U.S. professors are placed abroad annually. Faculty and students with foreign experience bring new perspectives to their campuses, are able to improve their class curriculum, and can stimulate student awareness of world

conditions. Likewise, an overseas commitment by a U.S. university attracts more foreign students to the campus, which adds valuable cultural exchanges and dimensions to the university setting and the surrounding community.

The training in U.S. settings for foreigners and Americans studying abroad allows the participants to apply their learning experiences in their home countries. Thus, our training content is more than the subject in which the trainees are enrolled; it balances the solving of technical problems with social/cultural factors by "winning friends and influencing people" worldwide.

Agriculture is undergoing a transition -- it is becoming more global. Everyone from student to agribusiness professional must know more and understand the world environment better.

We should all remember to focus the education and training of people not just for what they are going to do, but also what they are going to be.

U.S. training programs overseas strive to enable the developing countries to help themselves. The central goals of this Administration's efforts in the developing world are helping countries to overcome hunger and malnutrition and become economically and politically stable.

Given the need to restrain Federal spending and to meet our domestic needs, there are those who question spending money on development programs. I can understand their concern. But what we're talking about is a little like making a smart long-term investment in the stock market. In the long-run, overseas training and technical assistance are every bit as beneficial to the United States as they are to the developing countries.

Because resources are tight we must make the best of all available resources. Clearly, we will need to make do in international training without looking for any substantial increases in federal resources.

We are therefore giving increased emphasis to the importance of the private sector as a resource for international training. U.S. private enterprise already sponsors many training activities for developing world students, technicians, and business people. We want to learn from these private initiatives and build on them.

The domestic agricultural crisis has other implications as well. With the U.S. share of international agricultural trade slipping, it is all that much more important for us to be aware of the issue of competition resulting from development. We want to be sure that training and other development efforts are not injurious to the American farmer, and that they support U.S. trade interests.

Let me expand on that. As the economic vitality of a developing nation improves, so do the capabilities and expectations of its people. The poorest nations are not good customers for U.S. food--they simply don't have the foreign exchange to buy it. But economic studies by USDA's Economic Research Service, the World Bank, and others clearly show that as a nation's economy strengthens and its foreign exchange earnings increase, a major priority is almost invariably more food, better food, and improved food security. In other words, there is an increased demand for products the American farmer has to offer.

Our trade partners in the developing world bought \$10.7 billion of U.S. agricultural products last fiscal year. This represents 41 percent of all sales. They account for hundreds of thousands of jobs in the agricultural sector here at home.

It is obvious that your training efforts to strengthen the farm economies of developing countries are crucial to the long-term future of the economy of our nation. USDA's attaches overseas often report that U.S. training programs have helped establish effective working relationships with foreign officials. These relationships play a critical role in building trade.

Food exports and food assistance by the United States and other countries will continue to play a major role in feeding the world. But it will be our



willingness to spread the wealth of expertise in agriculture to countries which will never be serious competitors, that will really make the difference. We must share what we know with the poorest of the poor, as well as what we produce.

It is fitting that this year we celebrate the 100th anniversary of the Hatch Act, the legislation that created the nation's systems of agricultural experiment stations. The land-grant education concept -- combining research, teaching, and extension was and is one of the most brilliant innovations in the history of American education. But no matter how much money is invested in the agricultural sector, success or failure will ultimately depend on the strength and development of human resources.

We have been successful! We have been creative! And we have been practical! Why? Because we have learned from farmer's experiences throughout the world.

The work you do in international training is critical. You can do a tremendous amount to overcome world hunger and malnutrition by strengthening agriculture in the developing countries of Africa, Asia, and Latin America. The vast need for agricultural training in those parts of the world can seem overwhelming at times. But I am confident that we can continue to work in partnership to fill that need.

In closing, I would like to read you something Samuel Johnson (English author and lexicographer) wrote over a hundred years ago.. He said:

"The proper end to all human endeavor is to be happy  
at home. There remains, however, things to be done  
in order to come home happy. "Education" -- he said --  
"is where I begin, and continue."

Education is where we all begin -- and continue.

To wisely use our education resources to diminish want in the shrinking world around us, is to reduce the chance of conflict generated by hunger and, ultimately, to produce a more peaceful and stable world for all of us.

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ENHANCING PROGRAMS FOR INTERNATIONAL STUDENTS  
STUDYING AGRICULTURE IN THE UNITED STATES  
THROUGH PRACTICAL TRAINING EXPERIENCES

Paper Presented at the  
International Science and Education Council  
National Training Conference  
Washington D.C.  
March 9, 1987

by

Roger E. Steele, Ph.D.  
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My comments today will be related to the theme of enhancing programs for international students who are studying agriculture in the United States. I will be referring to the results and conclusions of a study that I conducted in 1986 in Michigan on the topic of practical training experiences for graduate students from developing countries.

My approach to the topic will involve three parts: First, I will give you a very brief overview of the research process; second, a summary of the findings will be reported; and third, I will discuss some of the implications and recommendations that arise from the findings. This study was funded by a grant from the National Association for Foreign Student Affairs (NAFSA) and is part of a series of studies that have been conducted on this topic of practical training/private sector involvement.

I recognize that many who are sitting in this audience will be able to add additional depth and perspective to this

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discussion based upon your extensive experience in advising international students. I encourage each of you to join the dialogue on the topic of practical training, offer comments, and ask questions as time permits.

Historically, practical training is closely associated with the field of experiential education. By definition, learning that is experiential in character involves the learner in direct encounter with the phenomenon being studied rather than merely observing or thinking about it.

In recent years, there has been a growing number of international students attending colleges and universities in the United States. A nation-wide study was conducted by Lee in 1981 to assess the perceived needs of students from developing nations. Lee found that one of the least met needs was for practical experience during the international students' stay in the United States. Other research by Levitov and Limbird add to Lee's claim. These studies are part of a growing body of literature indicating that increased practical training experiences, especially in agriculture, are needed for students from developing countries.

It is important to emphasize that all practical training programs should involve the learner in a combination of concrete experiences in addition to periods of withdrawing for purposes of reflective thinking. The practical training, in order to result in maximum learning, must be conducted under the appropriate



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supervision of qualified educators and be accompanied by campus-based teaching strategies. Experiential educators are concerned with enhancing, not providing a replacement for theoretical and research based academic training, through the inclusion of practical experiences in the international student curriculum. The writings of John Dewey, Paulo Freire, and David Kolb provide the most appropriate theoretical explanations of experiential education as it is being discussed in the context of this study.

Now, I will provide you with a very brief overview of the research process. Practical training experiences, for purposes of this study, were defined as the training that a student receives through a jointly designed, monitored, and evaluated program in conjunction with the college or university academic advisor and members of the agricultural community. Placement in three areas of practical training: Supervised observation, internship, and salaried employment; or a combination of the three areas, were considered as potential practical agricultural training experiences. Most practical experiences suggested in the literature involve students interacting with farmers or agribusiness workers to observe the management of problems encountered as part of the daily work situation.

A mail questionnaire was used for data collection. There were five survey groups: (1) graduate students from developing countries enrolled in agriculture programs in six departments at Michigan State University, (2) faculty advisors of the graduate

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students from developing countries, (3) Michigan Cooperative Extension Service (CES) field agents with agricultural responsibilities, (4) Michigan CES County Extension Directors (CEDs), and (5) Michigan Vocational Agriculture (Vo-Ag) instructors. Attitudes of respondents toward various aspects, problems, terms, and conditions related to practical experiences were measured. Scores were calculated to produce composite measures of responses in three areas: (1) benefits to the international students who might participate in a practical training experience, (2) benefits that might accrue to Michigan State University as a result of facilitating a practical experience, and (3) benefits that might be gained by members of the agribusiness community who might assist in providing a practical experience.

Results indicated several differences between the five respondent groups. Five main study findings were as follows:

1. Each respondent group demonstrated a positive attitude toward practical training.
2. Faculty members had the least positive attitude toward practical training.
3. International students had the most positive attitude, of all respondent groups, toward practical training.
4. The CES field agents, CEDs, and Vo-Ag instructors had very few differences in attitude toward practical training.
5. All respondent groups agreed that students would receive the most benefit and the host community would receive the least benefit from participation in practical training.

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How will these study results help us to enhance programming for international students? Stepping back and looking at the findings, in addition to drawing on my international student advising experience, I developed some implications and recommendations.

The study findings indicated that the value of the practical training experience for the international student was not just in the development of knowledge and skills related to an area of agricultural specialization. Some student benefits were related to a more complex level of learning. Respondents in all five groups indicated that international students would gain a better understanding of the United States and our people through interaction in a practical work situation. Additionally, international students who observe a portion of the American agricultural private sector through a practical experience might develop a better understanding of how our agricultural system impacts much of the teaching, research, and extension that is being conducted on the university campus. Perhaps an understanding of a larger portion of our socio-economic system might assist the foreigners to exercise critical thinking skills and problem solving in order make more appropriate applications of technical knowledge to their home agricultural system.

Secondly, results obtained from faculty respondents indicated that many had reservations concerning the place of practical training in the graduate students' academic programs.



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The lower mean scores of the faculty group, and the amount of variance between members of the group, may indicate that the process of securing involvement in facilitating practical training experiences for their international student advisees will involve some problems. Faculty members demonstrated reservations concerning the inappropriateness of practical experiences in a research-oriented graduate student program, the problem of awarding academic credits for the experience, and the unreasonable time and financial commitments that would be necessary to coordinate and supervise such practical experiences. The results of a study completed by Lionberger in 1979 at the University of Missouri and two universities in Taiwan indicated that a preference existed among university faculty toward the theoretical, rather than the practical, aspects of the philosophy that surrounds the land grant mission. This topic deserves further research attention if we want to successfully integrate more practical training into curricula for international students.

One other major problem that has been reported in the literature is the need for improved linkages between the university where the international student is studying and the community of potential employers. In response to this, it was found that the CES field agents, CEDs, and Vo-Ag instructors were in a position to provide a linkage between the university academic community and the local agricultural community in the



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United States. It would, therefore, be an appropriate strategy to provide professionals in each of these three agricultural educator groups with opportunities such as international inservice training, overseas short-term work assignments, and professional incentives to enhance their involvement in interacting with international students. Benefits, probably greater than what is initially expected, could accrue to the CES and Vo-Ag professional who might be involved in the practical training experience.

The findings of the study also indicated that the trainer or employer who could host an international student during a practical training experience must be convinced of some benefits that could accrue to the host. For example, certain benefits that make American student internships attractive to employers, such as possible recruitment and retention of permanent employees, rarely exist with international students who intend to return home following the completion of their degree programs.

Finally, it must be recognized that international students, as has been repeatedly demonstrated in the research literature, endorse the need for increased practical training experiences as part of their educational programs in the United States. I believe that international students are not asking for preferential treatment and special services that are not accorded to American students. Rather, international students are assuming that the American students are acquiring practical

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experiences in conjunction with their educational programs in ways that aren't as easily accessible to foreigners during pre-professional or on-the-job preparation, both in the United States and in their home countries.

I hope that many of you will increasingly recognize and respond to the needs that international students have voiced for more practical training experiences as part of their U.S. university educational programs. Perhaps I have raised some questions in your minds concerning some of the problems and barriers, at least from our Michigan context, that need to be given special attention when planning and implementing a practical training components for international students. I am pleased to observe that Michigan State University and other similar institutions that provide advanced agricultural training are committed to seeing that international students who come to the United States participate in a balanced educational experience--an experience that is relevant to the needs that they will be called upon to address when assuming agricultural leadership roles in their home countries.

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## COSTELLO REMARKS

- I'M PLEASED TO BE HERE THIS EVENING TO SPEAK WITH YOU. I CONSIDER THIS GATHERING AN IMPORTANT "FRONT-LINE ASSET" IN BUILDING A BROADER UNDERSTANDING OF THE CRITICAL AND ESSENTIAL IMPORTANCE OF U.S. INTERNATIONAL AFFAIRS PROGRAMS.
- EACH OF YOU REPRESENTS A PRESTIGIOUS EDUCATIONAL INSTITUTION WITH AN IMPORTANT STAKE IN THE UNITED STATES POSITION OF GLOBAL LEADERSHIP. EACH OF YOUR INSTITUTIONS HAS SIGNIFICANT AND POWERFUL CONSTITUENCIES AND EACH HAS A CAPACITY TO COMMUNICATE WITH THOSE CONSTITUENCIES.
- ALSO, EACH OF YOU AS AN INDIVIDUAL IS LINKED TO AN INTERNATIONAL TRAINING PROGRAM WHICH PROVIDES A RICH RESERVOIR OF DATA AND EXPERIENCES DETAILING THE BENEFITS THAT ARE GAINED BY OUR COUNTRY IN PROVIDING AGRICULTURAL ASSISTANCE AND INTERNATIONAL AID TO THE PEOPLE AND COUNTRIES OF THE THIRD WORLD.
- BUILDING A BROADER UNDERSTANDING OF THE IMPORTANCE OF AMERICAN INTERNATIONAL AFFAIRS PROGRAMMING IS THE OBJECTIVE OF THE GROUP I AM HERE REPRESENTING TONIGHT: THE CITIZENS NETWORK FOR FOREIGN AFFAIRS.
- THE CITIZENS NETWORK IS AN NEWLY FORMED ORGANIZATION. INCORPORATED IN 1985, WE ESSENTIALLY GOT UNDERWAY IN EARLY 1986. WE ARE A NON-PARTISAN GROUP CONSISTING OF LEADERS IN AGRICULTURE, EDUCATION, TRADE, FINANCE, LABOR AND PRIVATE VOLUNTARY ORGANIZATIONS -- JOINED TOGETHER BECAUSE OF OUR SERIOUS AND DEEP CONCERN ABOUT THE IMPLICATIONS OF THE QUICKLY ERODING CAPACITY OF THE UNITED STATES FOR CONTINUING LEADERSHIP IN THE INTERNATIONAL ARENA.

○ THE IDEA FOR THE CITIZENS NETWORK ORIGINALLY CAME OUT OF THE CARLUCCI COMMISSION ESTABLISHED BY THE SECRETARY OF STATE IN 1983, AND OFFICIALLY KNOWN AS THE COMMISSION ON ECONOMIC AND SECURITY ASSISTANCE.

○ THE COMMISSION'S REPORT OBSERVED THAT THE LACK OF ANY VISIBLE CONSTITUENCY FOR FOREIGN AID PROGRAMS WAS UNDERMINING OUR ABILITY TO MEET CRITICAL INTERNATIONAL COMMITMENTS, AND RECOMMENDED THE DEVELOPMENT OF A CITIZENS NETWORK TO HELP FORGE A NEW LEVEL OF PUBLIC AWARENESS AND UNDERSTANDING.

○ WHAT WAS SEEN BY THE COMMISSION AS AN URGENT PROBLEM IN 1983 HAS TODAY BECOME A REAL CRISIS.

○ THE FACT IS THAT RIGHT NOW WE NEED MORE THAN EVER TO WORK TO SUSTAIN OUR COMMITMENT TO INTERNATIONAL LEADERSHIP.

- WE ARE NOW THE WORLD'S LARGEST DEBTOR NATION;

- OUR TRADE IMBALANCE IS RIVALING THE THIRD WORLD DEBT CRISIS AS THE PRINCIPAL THREAT TO THE HEALTH OF THE WORLD ECONOMY;

- WE ARE NO LONGER THE MAJOR GLOBAL ECONOMIC POWER, AND ARE AWAKENING TO THE URGENT NEED TO FASHION SOLUTIONS AND STRENGTHEN OUR ABILITY TO COMPETE IN AN INCREASINGLY COMPETITIVE GLOBAL ECONOMY.

- YET WE CONTINUE TO UNDERMINE THE VERY PROGRAMS WHICH GIVE US THE CAPACITY TO PROMOTE PEACE AMID ECONOMIC GROWTH AND STABILITY AT HOME AND ABROAD.

○ IN THIS ERA OF STRINGENT BUDGETARY LIMITATIONS, FUNDING FOR U.S. FOREIGN AFFAIRS PROGRAMS, INCLUDING

- DEVELOPMENT, HUMANITARIAN AND SECURITY ASSISTANCE;
- AGRICULTURAL ASSISTANCE;
- INTERNATIONAL EDUCATION AND EXCHANGE PROGRAMS;
- THE PEACE CORPS;
- PUBLIC DIPLOMACY PROGRAMS SUCH AS VOICE OF AMERICA;
- AND MANY OTHERS,

ARE BEING SUBJECTED TO CRIPPLING AND DRACONIAN CUTS BY CONGRESS. NATURALLY CONCERNED WITH THE IMPACT OF GRAMM-RUDMAN, THE CONTINUING BUDGET DEFICIT AND IMPORTANT DOMESTIC SPENDING PRIORITIES, CONGRESS IS TAKING A DISPROPORTIONATE SHARE OF THE CUTS FROM THE FOREIGN AFFAIRS PORTFOLIO. APPROPRIATIONS FOR FOREIGN AFFAIRS HAVE BEEN CUT 32% SINCE 1985, A SLASH FAR GREATER THAN ANY OTHER COMPONENT OF THE BUDGET. AND YET FOREIGN AFFAIRS ALREADY CONSTITUTES LESS THAN TWO CENTS OF THE FEDERAL DOLLAR.

○ THE PROSPECTS FOR THIS COMING YEAR ARE EVEN MORE GRIM. WITHOUT CLEAR AND VOCAL PUBLIC SUPPORT FOR ADEQUATE FOREIGN AFFAIRS RESOURCES, CONGRESS WILL AGAIN INFLICT DEEP CUTS -- RESULTING IN A STEP BY STEP WITHDRAWAL OF THE UNITED STATES FROM EFFECTIVE PARTICIPATION IN THE INTERNATIONAL ARENA -- WITHOUT ANY POLICY DEBATE ON THE MERITS.

○ THE CONSEQUENCES OF THIS CRIPPLING OF OUR INTERNATIONAL AFFAIRS CAPACITY ARE GRAVE, AND INCLUDE

- THE SERIOUS LOSS OF CREDIBILITY AND INFLUENCE WITH KEY ALLIES AND TRADING PARTNERS, RESULTING IN AN INCREASE IN ECONOMIC AND POLITICAL STABILITY IN STRATEGIC AREAS OF THE WORLD, PARTICULARLY ASIA, THE MIDDLE EAST AND LATIN AMERICA;

- THE OUTRIGHT RENEGING ON OUR COMMITMENTS TO COUNTRIES WHERE THE UNITED STATES ENJOY "BASE RIGHTS" ACCESS TO MILITARY FACILITIES CRITICAL TO AMERICAN SECURITY AND GLOBAL STABILITY;

- THE SIGNIFICANT DIMINUTION OF INFLUENCE ABROAD AT A TIME WHEN THE U.S. IS STRIVING TO STRENGTHEN OUR CAPACITY TO COMPETE IN A GLOBAL ECONOMY IN WHICH THE UNITED STATES IS NO LONGER THE DOMINANT ECONOMIC FORCE.

○ CONGRESS HAS MISTAKENLY EQUATED THE ABSENCE OF A PUBLIC OUTCRY AGAINST THESE CUTS WITH GENERAL CONCURRENCE, REPEATING THE OFT-HEARD THEME THAT THERE IS NO CONSTITUENCY FOR FOREIGN AFFAIRS.

○ MY EXPERIENCE AND MY GUT TELLS ME THAT THEY ARE WRONG. PROVING THIS TO BE THE CASE IS THE CENTRAL JOB OF THE CITIZENS NETWORK. TO DO SO WE ARE ENTERING YOUR FIELD -- THE FIELD OF EDUCATION, TO AWAKEN AMERICANS TO THE FACT THAT FOREIGN AFFAIRS PROGRAMS REPRESENT AN ESSENTIAL INVESTMENT IN AMERICA'S SECURITY AND ECONOMIC WELL-BEING.

○ THIS TASK HAS BOTH SHORT AND LONG-TERM IMPLICATIONS. INDEED THE CRISIS IN FUNDING FOREIGN AFFAIRS PROGRAMS DID NOT APPEAR OVERNIGHT, AND WILL BE AN ANNUAL EVENT FOR THE FORESEEABLE FUTURE.



○ IT WILL TAKE A CONSIDERABLE AMOUNT OF TIME AND EFFORT. FOR DECADES AMERICANS HAVE PAID INADEQUATE ATTENTION TO THE SIGNIFICANCE OF THESE PROGRAMS. FURTHERMORE, HIGHLY VISIBLE EVENTS AND PUBLICITY HAVE FOSTERED SERIOUS NEGATIVE FEELINGS ABOUT FOREIGN AFFAIRS IN CERTAIN SECTORS WHICH MUST BE ADDRESSED FULLY AND FORTHRIGHTLY.

○ THE EVOLVING CITIZENS NETWORK STRATEGY IS TO BEGIN BY FOCUSING ON THE LINKAGES WHICH EXIST BETWEEN THE APPLICATION OF FOREIGN ASSISTANCE AND FOREIGN AFFAIRS RESOURCES AND THEIR IMPORTANT DIRECT AND INDIRECT BENEFITS TO AMERICA'S ECONOMY AND SECURITY.

○ INITIALLY, OUR AIM IS TO ENGAGE THE INSTITUTIONS -- CORPORATIONS, UNIVERSITIES, VOLUNTARY ORGANIZATIONS, LABOR UNIONS, TRADE AND PRODUCER ASSOCIATIONS, LOCAL AND REGIONAL BUSINESS COUNCILS, AND SO ON -- WHICH HAVE IMPORTANT STAKES IN U.S. FOREIGN AFFAIRS PROGRAMS, AND WHICH HAVE STRONG CONSTITUENCIES AND THE CAPACITY TO COMMUNICATE WITH THEM.

○ WE ARE CURRENTLY WORKING TO LAUNCH A SET OF SECTORAL SUBNETWORKS IN THE AREAS OF

- AGRICULTURE, FOCUSING ON U.S. AGRICULTURAL ASSISTANCE AND THE FUTURE OF AMERICAN AGRICULTURE;
- INTERNATIONAL TRADE AND EXPORT, FOCUSING ON THE WAYS FOREIGN AFFAIRS PROGRAMMING HELPS TO PROMOTE EXPORT TRADE AND THE DEVELOPMENT OF NEW MARKETS; AND
- INTERNATIONAL FINANCE, FOCUSING ON THIRD WORLD DEBT AND THE SEVERE LIMITATIONS IT PLACES ON THE U.S. AND GLOBAL ECONOMIES.

○ BECAUSE YOU REPRESENT A CRITICAL GROUPING OF LEADERS IN AGRICULTURE AND EDUCATION, I WANT TO SPEND A FEW MINUTES ON SOME OF THE CRITICAL ISSUES FACING US IN THIS AREA. I KNOW THAT YOU KNOW THESE ISSUES MUCH BETTER THAN I.

○ WE START BY IDENTIFYING A FEW OF THE MISCONCEPTIONS AND MISPERCEPTIONS WHICH EXIST IN THE AGRICULTURE COMMUNITY, PERCEPTION SUCH AS:

- AGRICULTURAL ASSISTANCE SPECIFICALLY AND FOREIGN AID GENERALLY ARE DAMAGING TO THE AMERICAN FARMER;
- FOREIGN ASSISTANCE TO DEVELOPING COUNTRIES CREATES UNNECESSARY AND UNFAIR COMPETITION FOR THE AMERICAN FARMER;
- U.S. AGRICULTURAL ASSISTANCE TO THE THIRD WORLD IS THE REASON FOR THE DECLINE IN U.S. AGRICULTURAL EXPORTS;
- AMERICAN FARMERS SHOULD BE HELPED FIRST.

○ TO HELP DISPEL THESE PERCEPTIONS, THE ORGANIZERS OF THE AGRICULTURE NETWORK HAVE IDENTIFIED THE FOLLOWING FUNDAMENTAL EDUCATIONAL THEMES:

- U.S. ASSISTANCE TO DEVELOPING COUNTRIES HAS PRODUCED, AND WILL CONTINUE TO PRODUCE, TREMENDOUS BENEFITS FOR THE AMERICAN FARMER, AMERICAN AGRIBUSINESS AND THE COUNTRY AS A WHOLE;
- THE FUTURE FOR AMERICAN AGRICULTURE'S EXPANDING CAPACITY IS SOLELY LINKED TO GROWTH IN DEMAND AND ECONOMIC DEVELOPMENT IN THE REST OF THE WORLD;

- FOREIGN ASSISTANCE HELPS TO GENERATE INCREASED DEMAND FOR AND ABILITY TO PURCHASE U.S. COMMODITIES, PROCESSED FOODS, FERTILIZERS AND FEED GRAINS;

- DIRECT PURCHASE OF U.S. AGRICULTURAL COMMODITIES AND SERVICES BY FOREIGN ASSISTANCE PROGRAMS, WHICH BENEFIT

AGRIBUSINESS

FARMERS

SUPPLIERS

LABOR

PORTS

UNIVERSITIES

VOLUNTARY ORGANIZATIONS

- MAJOR CUTS IN U.S. ECONOMIC AND SECURITY ASSISTANCE WILL HAVE DAMAGING EFFECTS ON AMERICAN AGRICULTURE NOW AND FOR THE FUTURE.

o THE CITIZENS NETWORK IS NOT THE ONLY INITIATIVE UNDER WAY. IT IS ONE APPROACH AMONG MANY WHICH WILL -- I HOPE -- SUCCEED IN BUILDING A NEW AND VOCAL NATIONAL FOREIGN AFFAIRS CONSTITUENCY -- SOLIDLY ENSURING AMERICA'S CONTINUED ECONOMIC WELL-BEING AND SECURITY IN AN INCREASINGLY COMPETITIVE AND INTEGRATED GLOBAL ECONOMY.

o IT IS VERY CLEAR THAT SUCH A CONSTITUENCY IS NEEDED. WE'VE HEARD IT FROM EVERY MEMBER OF CONGRESS WE'VE LISTENED TO FOR THE PAST YEAR.

o LET ME CLOSE BY- STRESSING ONCE AGAIN THE URGENCY OF ACTION BY EACH OF US. YOU KNOW THE ISSUES, AND YOU KNOW THE NEEDS. THE CHALLENGE FOR EDUCATORS IS PARTICULARLY IMPORTANT. WE MUST RECOGNIZE AND TEACH THE FACT THAT WE ARE IN A NEW ERA -- AN ERA IN WHICH OUR FUTURE, ECONOMIC WELL-BEING AND STANDARD OF LIVING ARE INEXTRICABLY TIED TO OUR RELATIONSHIPS WITH THE REST OF THE WORLD.

-- AND WE DON'T HAVE A GREAT DEAL OF TIME --

PARTICULARLY WHEN WE LOOK AT WHAT'S HAPPENING THIS YEAR AND FOR YEARS TO COME IN THE BUDGET PROCESS.

o I HOPE THAT OUR ASSOCIATION WITH THIS COUNCIL CAN CONTINUE AND THAT EACH OF YOU CAN PLAY AN ACTIVE AND COLLABORATIVE ROLE IN BUILDING A NATIONAL CONSTITUENCY FOR THE FOREIGN ASSISTANCE PROGRAMS OF THE UNITED STATES.



INVITATIONAL CONFERENCE  
ON  
INTERNATIONALIZING UNDERGRADUATE EDUCATION

Summary Notes  
by  
John R. Shields\*

California State University System  
Long Beach, November 19-21, 1986

\* Many of the comments by John Shields on Building an International Perspective into University Curricula were based upon his involvement in this conference.

## FRAME OF REFERENCE

1. Chancellor W. Ann Reynolds has spoken frequently of the need to adequately prepare our students for full participation in (not mere observation of) an increasingly interdependent world. Indeed, as recently as November 1986 (at the 16th annual CSU academic retreat of administrators and statewide academic Senate) she stated "I would like our universities to be models for internationalizing the curriculum" after noting that the Pacific Rim Task Force has challenged California higher education to respond to global opportunities.
2. The CSU Chancellor's Office solicited proposals in Spring 1986 for planning grants focused on "Internationalizing the Undergraduate Curriculum." Five campuses were awarded an Academic Program Improvement (API) grant approximating \$10,000.
3. CSU, Fresno's Academic Senate has endorsed an "International Mission Statement" and its Task Force on Academic Quality and Innovation has proposed as one of its four major goals that "The Undergraduate curriculum should provide many opportunities for global perspective"--both actions during the 1986 calendar year. (See attachments for documentation.)
4. The CSU Chancellor's Office sponsored an "Invitational Conference on Internationalizing the Undergraduate Curriculum" at Long Beach in November 1986. The speakers broadened this theme to incorporate "globalization of the campus" and focused on three operational concerns: why it needs to be done, what needs to be done, and how it can be done.
5. The CSU Chancellor's Office will once again solicit requests for proposals to internationalize the curriculum this coming spring and may conduct a bidders conference to provide guidance to the 14 non-pilot project campuses. Project managers of the 5 planning grants awarded this past year are likely to be in attendance to offer guidance from their experiences.

## RELEVANCE OF CONFERENCE

If the twin themes of internationalizing the curriculum and globalizing the campus are to be realized, a fundamental prerequisite for success is possessing the perspective of "Fresno in the world, and the world in Fresno."

Two related observations about the process were elicited: (a) international relations is not merely a spectator sport while at home and a participant activity when abroad; (b) each of us is part of the solution as well as part of the problem (of international non pr misunderstanding). These statements are a call to action for faculty and administrators of higher education in California.

### Why It Needs To Be Done

The imperatives stressed throughout the conference were fourfold: our biological, social, economic, and political roles within a planetary ecology, global village, international economy, and world order respectively. Program speakers repeatedly made the case that we have not fully realized the great extent to which we are being integrated into the above set of global systems at the local level--in part because we don't even collect data that would confirm our casual observations. We must educate ourselves and others to see opportunity, not threat, in this new reality and thereby prosper from the challenge.

### What Must Be Done

Distillation of conference presentations reduce the myriad of ideas to seven broad categories of development planning. They are:

1. Institutional Commitment
2. Curriculum Enrichment
3. Student Services
4. Faculty/Staff Development
5. Campus Environment
6. Community Linkage
7. Technical Assistance

### How It Can Be Done

With reference to the aforementioned seven categories, the following comments constitute an abbreviated summary of conference proceedings. (NOTE: Detailed minutes of the presentations are available from the CSUF attendees.)

#### 1. Institutional Commitment

- a. There must be a locus of coordinating responsibility (e.g. an International Programs Office.)

- b. Administrative leadership is a necessary, but not sufficient, condition for successful internationalization. This would involve such things as a mission statement, campus newsletter, foreign travel funds, overseas sabbaticals, and policies/procedures for retention/tenure/promotion that recognize "international" contributions.
- c. The sufficient condition is faculty participation and support in consensus building for planning and implementing an "internationalizing" effort.
- d. School deans must have an important say in internationalization efforts because of their administration of academic disciplines and faculty as well as their budgetary control.

## 2. Curriculum Enrichment

- a. Global education across the curriculum (ala writing and critical thinking across the curriculum) is an approach referred to as the infusion model whereby many existing courses would incorporate an international dimension. This can occur as a result of external accreditation or internal realization.
- b. General education and major professional studies are complementary in that the former builds the foreign language, cross-cultural awareness, geopolitical understanding, etc. base for the latter programs emphasizing specialized applications. (e.g., International Certificate Program.)
- c. The additive model of international courses (e.g., Asian Civilization, African cultural anthropology, multinational management, etc.) may be pursued and comprise an area studies program (e.g., Latin America) or a topical studies program (e.g., peace/conflict resolution.)
- d. Build on existing strengths (e.g., academic programs) and comparative advantage (e.g., community uniqueness) rather than initiating new thrusts.
- e. Internationalization efforts should be integrated with general education assessments and major field reviews and not be seen as something apart from a university's mainstream activity.
- f. Foreign language competency is an essential, albeit potentially controversial, element in a truly successful internationalization effort.
- g. Learning outcomes of knowledge, skills, attitudes, values, beliefs, and behavior are central to measuring impact of internationalization efforts.



3. Student Services

- a. Effectiveness use of foreign students as a resource in serving campus and community needs.
- b. Study abroad programs and access for financially limited students.

4. Faculty/Staff Development

- a. Besides the usual travel/study/work abroad programs, a key factor in multidisciplinary efforts that help avoid turf battles is the instituting of formal seminars and informal discussions centered around topical issues of broad interest to a wide range of faculty.
- b. The local community as a microcosim of the world constitutes a laboratory for international research and instruction.

5. Campus Environment

- a. Is there an international 'ethos' fostered and cultivated on campus.
- b. How many students are touched by an internationalized curriculum, and who is not reached?

6. Community Linkage

- a. Survey local and regional resources in the public and private sectors for internationalization effort.
- b. Utilize sympathetic groups to leverage university toward internationalization.

F. Technical Assistance

- a. Service to local businesses with overseas trade and investment can be mutually beneficial.
- b. Government technology transfer and institution building projects in the less developed nations of today (and tomorrow's customers for our exports) provide faculty with firsthand exposure and experience with different cultures and inculcate a comparative perspective on their disciplinary problems (e.g., U.S. range management and African overgrazing practices in the context of environmental/ecological policy.)

**Academic Program Improvement  
Topics for Projects 1986-87**

**TOPIC A                                      Internationalizing Undergraduate Education                                      \$120,000**

Proposals are sought to plan changes that will improve the breadth and depth of exposure to international perspectives, issues and scholarship for students in all undergraduate programs of the university. Funding levels for academic year 1986/87 will range from \$5,000 to \$10,000 per grant and are intended to provide release time to assist campuses in comprehensive planning activities. Teams from campuses submitting planning grant proposals will be expected to attend a separately funded conference on international education in November. Campuses awarded planning grants are eligible to submit substantial development grant proposals for the following academic year.

One institutional planning grant proposal may be submitted from each campus.

**Background**

Events of recent years make clear the dependency of this nation's welfare on developments around the globe. Evidence of the inadequate preparation of younger Americans to understand problems in a multinational, multicultural context has been documented in major reports on public education published over the last ten years. (See in particular the Final Report of the Global Understanding Project prepared by ETS: Thomas S. Barrows et al. *College Students' Knowledge and Beliefs: A Survey of Global Understanding* [New Rochelle: Change Magazine Press, 1981].)

Several campuses in the CSU have initiated changes to meet this emerging priority. API plans to assist campuses in these efforts by hosting a systemwide conference to provide campus planning teams the opportunity to learn from national leaders in various fields of international education, and by making additional resources available to accelerate the planning and implementation of changes over a five-year period. This year's request is for planning grant proposals. Money will be earmarked to support development grants in the following two years and for replication grants in the final two-year phase.

**Proposal Features**

In addition to meeting general guidelines, planning grant proposals should include:

1. an inventory of currently available campus resources and programs — e.g., area studies majors or minors, student or faculty exchange programs, required international study courses, etc. — and an estimation of their impact on undergraduate students;
2. a preliminary comprehensive plan for internationalizing undergraduate education, including baccalaureate degree programs in professional schools, over a several year period (a timeline showing projected implementation should be included);
3. indication that appropriate administrative, academic and support units have been consulted in developing the preliminary plan;
4. evidence that the above plan can be implemented without reliance upon resources additional to normal campus budget allocations;
5. an explanation of how additional resources, if received, would be used to accelerate planning and implementation of the preliminary plan;
6. evidence that currently available thinking about approaches to internationalizing education has been taken into consideration in developing the plan. (A useful summary of such information is provided in a 1981 publication of the American Association of State Colleges and Universities entitled "Internationalizing the Curriculum and the Campus, Guidelines for AASCU Institutions.")

INTERNATIONALIZING UNDERGRADUATE EDUCATION

86-103

Planning for Internationalizing Undergraduate Education

Richard Kornweibel

International Affairs Department

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Funded at \$10,433

In order to revise current programs, improve the exposure of undergraduates to international perspectives and issues, and assist in setting priorities for the future, an interdisciplinary faculty planning group systematically reviews the university's curriculum and other resources, constructs one-, five- and ten-year comprehensive preliminary plans for revision and implementation, and reviews the General Education program.

Funds provide for release time for the project director and involved faculty to plan and manage the work of the committee and for office supplies and duplicating services for the preparation of materials.

Anticipated outcomes include: an inventory and assessment of existing curricular and extracurricular offerings related to international education and formal reports and recommendations to appropriate faculty and administrative bodies.

86-105

Internationalizing Undergraduate Education

Liucija Baskauskas

Anthropology Department

CALIFORNIA STATE UNIVERSITY, NORTHERIDGE

Funded at \$10,465

Departments in the School of Social and Behavioral Sciences, working individually, then collectively and with the campus International Education Committee, will propose an International Studies Minor comprising existing courses aimed especially towards serving the needs of non-social science majors.

Funds provide release time for the project director and other involved faculty to plan, conduct and take action pursuant to faculty workshops, and for student assistants.

The evolved plan will be incorporated into a developmental grant proposal aimed at integrating available resources into a coherent component of baccalaureate degree programs.



86-107

Comprehensive Internationalization Project: General Education and  
Summer Language Institute

Robert L. Charles

School of Arts

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA      Funded at \$10,113

A university-wide directorate initiates and coordinates the development and institution of five basic long range components: Language Development, International Visitors Program, Community Involvement Program, Internationalization Across the Disciplines Project and the International Student Recruitment and Involvement Program.

Funds pay for release time for the project director and the coordinating directorate, student assistants and visits to the campus by international associates and regional curriculum experts.

The ultimate outcome of planning is the design of a coordinated program of international scholastic and cultural experiences linked to the career-orientations of each student at the university.

86-108

International Horizons: New Perspectives on Curricular Change

Paul F. Magnelia

Political Science Department

CALIFORNIA STATE UNIVERSITY, STANISLAUS      Funded at \$10,271

An Institute of International Studies will be established to manage existing international education programs and the work of five faculty task groups convened to: review and recommend curricular changes, plan the expansion of the international simulational network, organize joint faculty-student study of a local refugee community, expand partnership activities in international studies and foreign languages with local schools, and expand a community service program.

Funds pay for release time for co-directors, student clerical assistants, the consultation services of an expert in international computer linkages and the usage of the U.S. Telenet.

Creation of an organizational structure for planning, stimulating and coordinating international education activities and specific recommendations for changes in academic and outreach programs are major anticipated outcomes of this planning grant.



DeVere E. Pentony

International Relations Department

SAN FRANCISCO STATE UNIVERSITY

Funded at \$10,353

An all-university planning committee comprising representatives from all schools, the Academic Senate, Associated Students, the Office of the Vice President of Academic Affairs, Extended Education and Office of International Programs--coordinates the work of eleven faculty work groups responsible for researching and making recommendations regarding disciplinary majors and minors, the General Education program, area studies, international studies minors, intercultural communication, an all-university world-issues forum, instructional materials, campus and community resources, student/faculty experience abroad, foreign language, and teacher preparation programs.

Funds provide release time for the project director and committee members to coordinate the work of the planning committee and the faculty work groups, travel for consultation and attendance at relevant conferences, office supplies, printing and clerical assistants.

Anticipated outcomes of the planning grant are a series of recommendations and implementation strategies to provide for the coherent integration of an international dimension to the undergraduate experience of all students.

**REQUEST FOR PROPOSALS**  
**ACADEMIC PROGRAM IMPROVEMENT COMPETITIVE GRANTS 1987/88**

**TOPIC A        INTERNATIONALIZING UNDERGRADUATE EDUCATION**

Proposals are requested for projects to improve the breadth and depth of exposure to international perspectives, issues and scholarship for students in all undergraduate programs of the university. Grants will be awarded for two purposes: to assist campuses in conducting comprehensive planning activities, and to help accelerate the implementation of campus-approved plans developed under previously received planning grants.

**Background**

Events of recent years make clear the dependence of this nation's welfare on developments around the globe. Evidence of the inadequate preparation of Americans to understand problems in a multinational, multicultural context has been cited in major reports on public education published over the last ten years. (See in particular the Final Report of the Global Understanding Project prepared by the Educational Testing Service: Thomas S. Barrows et al. "College Students' Knowledge and Beliefs: A Survey of Global Understanding" [New Rochelle: *Change Magazine Press*, 1981].)

Academic Program Improvement has undertaken to assist campuses in internationalizing undergraduate programs over a five-year period. The 1986/87 grants competition resulted in the award of planning grants to five campuses. A systemwide conference on the topic was held at California State University, Long Beach in November 1986 to enable campus planning teams to meet with leaders in various fields of international education. It is anticipated that planning and development grants will be awarded for academic years 1987/88 and 1988/89. The concluding phase, 1989/90 and 1990/91, will emphasize grants for adapting successful programs or approaches developed on other campuses.

**PLANNING GRANTS**

Up to eight planning grants ranging from \$7,500 to \$12,000 each will be awarded to provide release time and modest support to faculty engaging in comprehensive planning activities during academic year 1987/88. Campuses receiving these grants are eligible to submit development grant proposals for the following academic year.

One institutional planning grant proposal may be submitted from each eligible CSU campus. Campuses that received API planning grants for Internationalizing Undergraduate Education during academic year 1986/87 are ineligible to apply.

**Proposal Features**

In addition to meeting general guidelines, planning grant proposals should include:

1. an inventory of currently available campus resources and programs — e.g., area studies majors or minors, student or faculty exchange programs, required international study courses, etc. — and an estimation of their impact on undergraduate students;
2. an assessment of the local campus need for strengthening the international dimension of the general education, baccalaureate degree or other targeted programs;
3. a *preliminary* comprehensive plan of action for long-range change postulating specific goals for each phase;

"Building an International Perspective into the University Curriculum"

As organizations involved in international education we have an obligation to speak frequently and openly of the objectives we hope to achieve through the training of international students in our colleges and universities. In doing so we strengthen the international awareness of U.S. citizens and their capacity to deal with other societies and through the training of international students we promote social and economic development abroad.

In as much as 80% of the 342,000 students enrolled in U.S. institutions are from developing nations, <sup>(1)</sup> we should focus more on the results of the educational process to Third World nations. Moreover, a special effort should be made to involve those universities that bring a background of relevance and sensitivity to the needs of these students. For universities to further expand and develop the international perspective of their academic programs, opportunities must be provided for faculty to participate in such activities as:

- overseas technical assistance projects
- university exchange programs
- participant training programs for foreign students

These international experiences cannot help but strengthen the international content of the faculty's classroom, research and advisory work.

With the assistance of two strengthening grants and United States Information Agency (USIA) grant that permits a linkage with the university of Dakar, it has been possible to bring an international dimension into the curricula of the College of Arts and Sciences (Language,



Sociology and History); and the Schools of Agriculture and Home Economics, Veterinary Medicine and Nursing at Tuskegee University.

In building an international perspective into the curriculum one encounters many obstacles, Earl Backman, in his book, Approaches to International Education <sup>(2)</sup> lists five (5) obstacles to internationalizing the campus.

The first and second is lack of institutional commitment from top administrators and faculty.

Number three - Lack of mission statement or goals by the institution. A mission statement is necessary to document the support for what the commitment actually means. Its purpose is to declare officially the institution's international mission.

Number four - Institutional structure -- even though faculty may strongly support increasing the international dimension on the campus, administrators from certain units may offer opposition. The president can assist in this process by demonstrating his commitment to maintain the support of administrators (deans and department heads)--it is important to reward them through travel grants and other funding initiatives.

The fifth major obstacle is financial--this is an increasing problem particularly in the face of reduced federal support to campus based programs. However, much can be done with minimal support. Course revision, forums, seminars, study abroad, faculty exchange and faculty colloquia all serve to internationalize the campus without expending great sums of money.

It cannot be over emphasized that building an international perspective in the university curriculums means that universities and host agencies must deal with the total experience of U.S. study; not just what happens inside the classroom.



For example, there should be more activities aimed at reducing the isolation of foreign students on our campuses and in our communities and more opportunities for them to come to know our country better. The aim should be to present a realistic, truthful picture--to enlighten and inform; to provide an accurate multifaceted picture rather than stereotypes. Such activities should include but not limited to: orientation programs, home stays, and hospitality programs, joint discussion groups, programs that engage students with the community--internships with local businesses. Such enrichment activities are not typically offered to foreign students. But if we are seriously concerned with creating an environment that leads to internationalizing our curriculum and give the U.S. study experience a larger meaning, then it is important that we work together to strengthen these activities in the coming years.

What happens to the new generation of foreign students studying in our country--our personal and institutional response to them, the degree to which we honestly and forthrightly represent our society and, at the same time, respect the diversity of their concerns and cultural perspectives--will help determine the nature of that leadership and the success of the entire international educational enterprise.

In closing, Americans find themselves in the 1980s touched by events and happenings that extend far beyond U.S. borders. The future of the U.S. and its people is shaped by external forces to a greater degree than ever before. It is, therefore, important for universities to take an "outside perspective" by incorporating a global understanding into courses across all disciplines. Direction of attention to the problems of hunger, poverty, ignorance and disenfranchisement which lie at the root of global tension maybe the greatest challenge of this century.

## References

1. Institute of International Education, Annual Report 1985 (p. 3); New York, N.Y.
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March 10, 1987

## "Building an International Perspective into the University Curricula"

In the time allotted to me, I'd like to share with you Virginia Tech's experience in what we call "internationalizing the campus." Underlying all that we do in this regard are three fundamental assumptions: The first is that we use a multidisciplinary approach that includes not only the agricultural sciences but the social sciences. The second is that we link what we do internationally with what we do at home and, in this way, hope to rid ourselves of the dicotomy of the "we" over there, across the seas, and the "us" here in the United States. The third is that we feel it essential to translate the work our faculty has done in the Third World and the learning experiences they have had back into the curriculum, and back into faculty development at Virginia Tech.

I'd like then to show you some slides describing a grant we had that helped us begin this internationalization process.

### AGRI-HOME EC GRANT SLIDES

1. Graphic Title Slide	1. The Inclusion of Agriculture, Home Economics, Foreign Languages in an International Studies Program
2. Graphic Sponsor Slide	2. A grant awarded by the United States Department of Education
3. Virginia Tech	3. An emphasis on international development and lesser developed countries at a land grant institution such as Virginia Tech, is appropriate because of these institutions traditional strengths in
4. Southwest Virginia Tractor	4. Agriculture
5.	5. rural life,
6. southwest Virginia meal	6. nutrition and
7. southwest Virginia extension agents	7. extension. Virginia Tech's faculty has been involved in international development work in many countries, among them

8. Nepal	8. Nepal
9. Kenya	9. Kenya
10. Haiti	10. Haiti
11. Uruguay	11. Uruguay and
12. Brasis	12. Brasil
13. group of students and faculty with international students	13. It is appropriate, therefore, that the Virginia Tech curriculum reflect this interest in developing countries not only to broaden the perspectives of our students, but to prepare those who look to international careers, such as these Virginia Tech students interning in H
14. Graphic - Sponsor slide	14. In 1983, Virginia Tech was awarded a two-year grant that would focus on educating both our students and our faculty of the needs of lesser developed countries as they relate to agriculture and home economics.
15. Graphic - Grant Goals	15. There are three overall goals to the grant. They are to enable students and faculty: a) To strengthen their awareness of developing countries and the relation of the United States to them. b) To acquire an awareness of the interrelationships and application of agriculture and home economics in international development. c) To develop foreign language skills and cultural understandings necessary for effective communication in developing countries.
16. Graphic - Objective I	16. The first objective is to create a multidisciplinary team to administer the grant.



17. Graphic - Organizational  
Chart

17. The multidisciplinary organization for implementing the grant begins with an advisory board of faculty representing such disciplines as education, sociology, agriculture, nutrition, horticulture and foreign languages. This board advises the principle investigator who is the director of the Office of Women in World Development housed in International Agriculture. She coordinate the grant faculty developing curriculum. These faculty come from agriculture, home economics, social sciences and foreign languages. The new curriculum will comprise a course of study to be offered to students through the International Studies Program in the College of Arts and Sciences. It is a truly multidisciplinary program.

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18. Graphic - Objective II

18. The second objective is curriculum development. In year one of the grant four courses will be revised or developed which integrate international development, agriculture and home economics in a multidisciplinary approach.

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19. Graphic - Agri-Home Economics  
Course Titles

19. Some of the titles give clues to the course content. "Linking Agriculture and Home Economics in Training Extension Workers"; "Socio-cultural Patterns and Their Impact on Food Availability and Nutrition"; "The Impact of Food and Agricultural Systems on Human Nutrition" - All of the courses focus on the third world.

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20. Graphic - Foreign Languages  
Course Title

20. Simultaneously two courses will be developed in French and Spanish relevant to the rural cultures of developing countries in Francophone Africa and the Caribbean and Spanish-speaking Latin America. The second year of the grant will follow the same pattern of course development as the first.

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|-------------------------------|--|
| 21. Graphic - Objective III   | 21. The third objective is for faculty development. The grant provides for four faculty workshops throughout the two year grant period on international development, agriculture and home economics using as case studies the geographic areas chosen to stress French and Spanish. Scholars Forums will be held to provide for the presentation of research being done on campus on issues related to developing countries. |
| 22. Graphic - Objective IV    | 22. The fourth and final objective is to ensure that the information generated by and about the grant is disseminated. The course syllabi, workshop and conference proceedings, bibliographies, scholar's papers and project evaluations all will be made available to local, national and international colleagues.   |
| 23. USDA Women                | 23. This grant is the first step in bringing the world closer to Virginia Tech and Virginia Tech closer to the world.  |
| 24. Tech Faculty and Students | 24. It is, we hope, the catalyst for expanding international education on campus, providing our students and faculty with a broader international perspective and assuring that the Virginia Tech experience in developing countries is systematically brought back to the faculty and the curriculum at home.   |
| 25. Graphic - The End         | 25. The End  |

There were several spin-offs of this grant. First, we now have a concentration in international development for international studies majors. Second, we have a minor for all other disciplines in international development. Third, we have a specialization in international development for graduate students; and, finally, the Department of Agricultural Economics has developed an option in International Agriculture for its undergraduate students.

The future is a proposal now in its final draft to "internationalize," in depth, the two Colleges of Agriculture and Human Resources with the support of the College of Arts and Sciences. Wish us luck.

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Presented by Mary Hill Rojas, Assistant Director, Office of International Development, Virginia Polytechnic Institute and State University.





## RE-ENTRY PREPARATION

by  
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My comments in large part will be based on two primary data sources, both coming from my work the past eight years with a training program in Tanzania called Training for Rural Development (TRD). My long term involvement with that program since 1978 -first in Washington, then six years in Tanzania and then back to Washington- has allowed me not only to deal with re-entry concerns of a large number of people that we trained in the U.S. under the project, but to personally experience re-entry. My brief presentation will be based on generalizations derived from this experience:

Who should do it?

1. The simple and only final correct answer to this question is that the person herself or himself must prepare for re-entry. However, those of us serving as educators, advisors, program administrators and friends can help in a number of ways.
2. In addition to those of us on the U.S. side, it is highly desirable that re-entry preparation attention be paid on the side of the student's country, including family, friends, employer, project- if she/he is so involved.

When should it be done?

1. Re-entry preparation should begin ideally before a student ever leaves her/his country. When a project or host country support system exists, it becomes possible to help the student consider from the very beginning what going to another country for further studies will mean, how she/he will have to be the primary integrator of that experience into what she/he will return to and that the task will be far from complete at the point of receiving the degree for then begins re-entry to his/her country, culture, family, organization and profession at home.

We found it helpful in TRD to have prospective departing students spend time with people who had completed long-term U.S. studies for a detailed discussion of the whole experience. We encouraged people to talk about the good - the bad - the enjoyable and the stressful parts from beginning to end.

2. If no attention can be directed to the experience in a wholistic way before departure (and it frequently can't with last minute call forwards and the rush just to get out), then ideally attention should be directed to the issue in a wholistic way in the university setting. The foreign student

advisor, international contact and/or academic advisor can be very helpful, particularly if they themselves have had a similar experience. It is also highly desirable for fellow country people located at the same institution to be encouraged to link up with the new arrival- often this happens naturally - but I also know a number of schools consciously organize for this to happen.

3. Too often the re-entry issue is left to the last months/weeks before departure. While maybe better than not addressing the issue at all, at this stage the student is caught in the last minute rush of academic completion, packing, shopping and saying good-bye.

What should be done?

1. We should look at re-entry preparation for international students in the same way that those of us who have had to re-enter have had to deal with the process. To the degree possible we should avoid considering international participant re-entry issues as very different from our own human feelings when re-entering. If anything the difficulties many of them experience may be greater than those we face as returning TAs, particularly since we more often are allowed to undertake overseas assignments accompanied by our families.

In essence we should be more empathetic and walk more in the other person's shoes.

2. We should provide opportunities for students to directly address the issue in group settings, such as training sessions, discussion groups, brown bags. We used periodic seminars of all the Tanzanians in the U.S. under the project to try to keep the back home linkage in preparation for re-entry. We sent representatives of employing ministries and the project to bring them up to date on what was happening at home. We sent these people armed with newspapers and other reading materials to help update people. We tried when possible to cross-fertilize people we were sending for short term U.S. training courses to meet with groups of the long term students - such as the Executive Management Training which included the employers of a number of the long-term people.

3. We should provide reading material about the effects of moving from one culture to another - reverse culture shock-the process of change: where you may have changed more than the system you are re-entering and/or in different ways.

4. Those of us with re-entry experience should openly discuss our feelings, emotions, difficulties and length of time required to readjust and the normal issues likely to arise during such a readjustment period. Linked to the previous suggestion about training -opportunities to roleplay out predictable re-entry situations should be encouraged early enough in the program to help the student think through how to anticipate and sometimes prevent negatives.

5. We should encourage international students to stay in close touch with home through letters, phone calls, receipt of newspapers - and/or provide a source of written home country information if possible. If there is an in-country project or program base they should be encouraged to also provide regular communication informally and formally.

Two areas stand out in my experience as particularly stressful upon re-entry for many international students:

a. Re-entering the family: Since many students are married and are not accompanied by their spouse this often leads to major family readjustments upon return, often very complicated in extended family environments. I think this is probably the prime areas where more attention should be directed.

Even with all the attention to trying to select more women participants many of the U.S. participants have been men, often who were more highly educated than their spouses prior to the training and the U.S. training makes the gap more severe. In addition, relationships either they or their spouses may have engaged in during the time apart can cause difficulties. More recently the AIDS situation adds additional stress to the spouse reuniting issue.

In the later years of my involvement with TRD I started to personally attempt to arrange for spouses to accompany male participants whenever possible. My observation was that those students accompanied by their spouse and in fewer cases also their children, experience fewer re-entry problems.

Unfortunately with budget cutbacks, there is even less likelihood today that we will offer more reasonable opportunities for families to stay together than in the past. There have been a few projects, however that have included money for spouses. I think this problem is severe enough that maybe we should consider training fewer people but in more humane ways.

The lack of an understanding family support system upon return can be devastating. At a minimum those of us working with international students here without their spouses or families should encourage direct discussion of the re-entry problems involved and help them work toward strategies to minimize the potential problems.

b. The second most stressful re-entry point is often the job re-entry. Since our work is so important to our self-concept - to return and find you have been forgotten and often now defined as a placement problem to your organization can be devastating. Early notification to host country project and/or employer is critical. With TRD we became the buffer to assure that early placements agreed upon were carried out or reasonable changes were negotiated. In cases where there isn't such a buffer, participants should have thought through some worst case scenarios and developed strategies to deal with them. They also should try to stay in regular communication with their employers, reporting on their progress and asking for information. They should stay up to date as people in their home organizations change. Unfortunately, going away usually means being forgotten - returning to be perceived as a placement problem and very often as a threat to others who may not have had the educational opportunity.

Full communication from university to home country mechanism is desirable. In TRD we greatly appreciate those universities and USDA program specialists who kept us alerted to participant's academic progress, physical and emotional health, expectations etc.



Given that people are sometimes reticent to share problems, particularly with respect to physical and emotional issues, we found in several cases we were not well prepared to smooth a person's re-entry because we didn't know there had been a major physical or emotional health problem. When we were aware, we were able to reconsider job assignment and provide either physical or mental assistance. In a few cases we could only do so after a period of observing and learning that something was wrong.

## SUMMARY

I think re-entry is perhaps more difficult and stressful than cultural entry.

For most people it will require from a one year to much longer readjustment process. For myself I have come to term with what has been going on within me for the past year - waves of sadness and I am never quite sure when it will hit - a sight, a face, a memory, a story from Tanzania can trigger it. Re-entry always requires meshing a changed self back into a situation that may not have changed much, or changed in directions different from what the individual expected. In most cases the onus is on the individual to do the adjusting, rather than systems adjusting to the individual. Family and job re-entry are particularly stressful and we should not take these concerns lightly. If students have an opportunity to explore these issues throughout the training period it will be much easier to keep the ego intact when encountering difficulties. He/she will know that re-entry is difficult, painful and challenging.

Who was it that said - We can never go home again? For we are different and home is different and we must begin adjustment anew. Not all of us will handle it the same way. A close Tanzanian friend educated in the U.S. in the sixties explained to me he handled the leaving of the U.S. by creating a mental file of his "good old memories" which he could periodically call up much like a photo album - knowing that was in the past but still a valued part of him that no one could take away.

Perhaps we have had a tendency to sometimes overlook or oversimplify re-entry into a reverse culture shock notion. I think it is much more than this. The challenge to the individual is to go away for an extended time, often without family, to a different culture, to return to that culture, family and job environment and with time be able to blend the cultural and academic lessons learned once again into a kind of harmony. At its base this requires individual change, family change, organizational change and with enough mass can mean national and international change.



## ALUMNI NETWORKING

The establishment and development of linkages with foreign agricultural alumni represents one of the most significant dimensions of our colleges of agriculture. Over the years, and especially since the early post World War II period, tens of thousands of foreign students from the developing and developed countries have pursued programs of study at U.S. land grant and related universities. As evidenced by the U.S. Agency for International Development (AID), the Food and Agricultural Organization (FAO) of the United Nations, host governments and other sponsoring agencies, each of our universities has achieved notable success in contributing to human resource development worldwide. No other internationally oriented activity has contributed more to the growth and development of overseas education, research public service and private sector institutions than has training to improve technical and conceptual skills. All of us can take pride in the successful work carried out by our respective universities.

On the other hand, we have been less successful in maintaining contact with former foreign students after leaving our campuses and embarking on professional careers in their home countries or elsewhere. Each of us can cite reasons for this inadequacy. Chief among them is the lack of available information relative to their location. On most of our campuses we don't have readily available information. Efforts to communicate within the foreign context is similar to that of using a shotgun rather than a rifle to "zero in" on targets. Secondly, our universities by and large, do not have organized alumni groups overseas with which to work. Thirdly, it is my suspicion that the focus on fund raising as a major goal, an important one to be sure, has strongly encouraged us to direct efforts at domestic alumni. Fourth, like you, I agree that the establishment and maintenance of linkages with foreign alumni is a major difficult undertaking, more time consuming, more costly, and more demanding of our energies. It is suspected that some may even question the value of this undertaking with respect to long and short-term payoffs.

At MSU we have long recognized the potential value of our foreign alumni. As early as 1970, steps were taken by the Institute of International Agriculture to collect information on a departmental basis. Chief among sources were faculty members who had served as major professors and advisors. A substantial number had maintained contacts with their former foreign students through personal correspondence, holiday greetings, interaction at professional meetings, and/or occasional visits when at overseas locations.

Subsequent to the 1970 effort was the establishment of a university committee chaired by agriculture and wholeheartedly supported by Dr. Clifton Wharton, University President. Committee purposes were two fold; 1) to collect and share information about ongoing programs in support of foreign alumni; and 2) to explore ways for colleges, departments, and other units to

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\*"Delivered at the International Science and Education Council -- Washington, D.C., March 10, 1987 by Robert Laprad, Associate Professor of Agriculture and Natural Resources, Michigan State University.

communicate more effectively with such alumni. We learned early on that little had been done aside from the College of Agriculture and Natural Resources and Business. In addition, updated foreign alumni records in the university's alumni office were incomplete. Emerging from the committee's work was the preparation of a set of guidelines for use by all colleges and departments. Although university-wide accomplishments were less than hoped for, the College of Agriculture and Natural Resources mounted a series of activities which have expanded over the years. Included have been:

1. Occasional visitations by faculty and administrators when in foreign locations.
2. The use of selected foreign alumni to serve as visiting professors and scholars at East Lansing.
3. Conferral of honorary degrees and distinguished awards to selected individuals.
4. Seeking alumni assistance to support foreign student enrollments and overseas project activities.
5. Collaborative research on a mutually beneficial basis, in part, involving former foreign students.
6. Various support to MSU domestic students traveling overseas for meaningful living-learning experiences.
7. Assistance to and/or participation in inter-institutional linkage programs for the exchange of faculty, staff, advanced graduate students, technical information and germ plasm.

The most significant contribution to MSU's long term foreign agricultural alumni goals is the recent work planned and carried out by my Office of Alumni Affairs of the College of Agriculture and Natural Resources. More details about this activity will be shared with you shortly. In the interim, I'd like to take a few moments to review objectives, elements, and values of the college's foreign alumni program as viewed by us. Our approach is two-fold:

1. To serve as a source of information.
2. To look to such alumni as a key resource to help us achieve educational, research, extension and international program goals.

In the case of the former, emphasis is on providing updated, technical information to help reinforce professional competency; sharing pertinent information about new trends and developments in our college and the total university; and, providing information about other foreign alumni--where they are and what they are doing.

On the other side of the coin is the realization that our foreign alumni represent a significant resource that can make an important contribution to on-going and future programs. Let's take a look at some of these. Each of our universities is vitally interested in attracting quality students, including those at the graduate level. Their incorporation into the total



student body has proven to be a valuable asset to academic and research programs. Foreign student training has contributed substantially to the internationalization of our respective colleges of agriculture. Foreign alumni on a selective basis can serve as a valuable resource to help us achieve maximum results. They can:

1. Help to identify prospective students in their home countries.
2. Assist with orientation.
3. Help advise foreign graduate students in the conduct of their graduate research when carried out in indigenous environments.
4. Assist students to secure local funding for their respective study programs.

An increasing number of our colleges of agriculture are making use of foreign visiting professors and scholars. This type of activity is an excellent way to involve selected foreign alumni to teach one or more courses, counsel students, present seminars, interact with faculty and engage in collaborative research. Although such programs are more costly to mount and sustain, values realized outweigh inputs. Potential sources of support include the international agriculture research centers, foundations, and overseas governments.

Formal and informal inter-institutional linkage programs for the exchange of faculty, staff, graduate students, technical information and germ plasm are seen as another mechanism for "tapping" the Foreign Agricultural Alumni Resource. Still another approach relates to research, more specifically, searching for ways to help identify, facilitate, and/or expedite collaborative research whereby interested members of our faculty can join hands with selected foreign alumni colleagues for mutually beneficial results.

One of the ways to "Tap" the foreign resource is to involve them, whenever possible, in overseas technical assistance, institutional development and/or research projects in which our colleges of agriculture are exploring, negotiating, and/or participating. When conditions permit, these alumni can be a valuable support as our respective institutions explore, plan, negotiate and implement overseas project activities.

There are other ways to involve foreign alumni to help support programs. They can be instrumental in securing germ plasm, vital to the furtherance of research and development at our state agricultural experiment stations. They can serve as points of contact in countries where our domestic students are engaged in independent studies, research or participants in overseas student study programs. Additionally, we should bear in mind the importance played by such alumni in helping to organize and nurture overseas alumni groups and the role they can play in fund raising activities. Last but not least, is the role that can be played by them in helping to identify other agricultural alumni in their home countries. As evidenced from the foregoing information shared with you, the job of establishing and maintaining relations with Foreign Agricultural Alumni is one that calls for the participation of many different individuals. The director of International Agricultural Programs on each of our campuses is an important resource. The nature of programs they direct; and daily interactions with a wide variety of national and international institutions and agencies are seen as beneficial.



Let me now turn to the recent Michigan State University experience planned and carried out by our College of Agriculture and Natural Resources Office of Alumni Affairs. The first step was the compiling of a mailing list using development fund records and personal contact with the department. The latter included interaction with a number of retired faculty, many whom had kept contact with former students. Addresses for over 2,000 of our foreign alumni were secured. Although the list was not complete, we established a point of departure on which to build and expand. A one-page questionnaire with accompanying letter was prepared and sent to all individuals asking for their employment history, major fields of study at MSU and dates, plus answers to five questions:

1. To what extent have you kept in touch with the College of Agriculture and Natural Resources at MSU since graduation?
2. What problems have you encountered in maintaining contact?
3. What areas in your professional field could be strengthened through collaboration with the College of Agriculture and Natural Resources?
4. Would a professional orientated MSU Agriculture and Natural Resources College International Alumni Newsletter be useful to you (please explain) and,
5. What other kinds of information would you be interested in receiving from MSU?

Responses were received from over 700 individuals (35%). Most gratifying was the large numbers of individuals who provided information beyond that requested. All information received from respondents has been shared with relevant academic departments.

As soon as the survey form was received in my office, a "Thank You" note and a MSU decal was sent to the respondent. After a three-month waiting period, those alumni we did not hear from--bad addresses --were grouped by countries and then key foreign alumni in those countries whom we have corresponded with were sent a letter asking them to help locate these individuals.

It was most successful, adding hundreds of names to our first list. This new list of foreign alumni with good addresses were sent the survey, and as was expected, the process continued country by country.

During the early part of 1985 the successful search indicated a large number of foreign alumni were reporting back from the far east, asking for information, hungry for news about the College of Agriculture and Natural Resources and the University. It was then decided that a trip to the Far East to re-establish and strengthen international alumni ties was inevitable. This past year I spent three months in Pakistan, India, Nepal, Burma, Thailand, Malaysia, Singapore, Indonesia, Hong Kong, the Philippines, Taiwan, South Korea, Japan and China. During those 90 days, in fourteen countries, I had 28 alumni meetings, visiting with over 400 of our alumni from the College of Agriculture and Natural Resources.



This past fall we published and distributed two directories: A far eastern directory and an inter-national directory. The far eastern directory was mailed to all individuals I came in contact with during my visit to the fourteen countries. The directories list our foreign agriculture alumni by country, individual names, year of graduation, field of specialization, home and business address, present position and title. The inter-national directory lists 86 countries and over 1,800 foreign alumni with good addresses.

It is planned to continue vigorous efforts to locate other foreign agricultural alumni, in part, making use of those with whom we now have established contacts. In conclusion, there are a few other thoughts which seem appropriately suited to the discussion at hand. First and foremost, the professional organization to which you belong, this International Science and Education Council, serves as an excellent vehicle for sharing ideas and experiences. Secondly, academic departments and directors of international programs play key roles in helping us to locate alumni and providing opportunities to involve them in departmental and college programs. Thirdly, consideration should be given to a variety of approaches (mass media, individualized, and other), with respect to both the establishment and development of communication linkages. And finally, we can capitalize on the contacts our universities already have with host governments, overseas education research and extension institutions, national and multi-national agencies. Each is seen as a source of information as we go about the all-important job of locating our foreign agricultural alumni. Our alumni, yes, even our foreign alumni, are the ultimate test of a university's success and are the strength of the professional and ethical values it transmits.



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